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РАЗВИТИЕ НАВЫКОВ
ДЕЛОВОГО ОБЩЕНИЯ
НА АНГЛИЙСКОМ ЯЗЫКЕ

DEVELOPMENT
OF COMMUNICATIVE SKILLS
IN BUSINESS ENGLISH

Учебно-методическое пособие

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
УРАЛЬСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИМЕНИ ПЕРВОГО ПРЕЗИДЕНТА РОССИИ Б. Н. ЕЛЬЦИНА

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Рекомендовано
методическим советом Уральского федерального университета
в качестве учебно-методического пособия для студентов вуза, обучающихся
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В учебно-методическом пособии представлен материал для отработки навыков эффективной устной и письменной коммуникации в современной бизнес-среде. Представлены шаблоны устных и письменных высказываний по широкому кругу тематик, предложены разноплановые задания для их отработки, даны методические рекомендации. Для дополнительной проработки понятийного аппарата приведен глоссарий и список основных сокращений, используемых в деловом общении. Материал в полной мере отвечает требованиям современной реальности и позволяет развить актуальные навыки, необходимые специалистам в различных областях профессиональной деятельности.

Для студентов, изучающих дисциплины «Межкультурная коммуникация на иностранном языке», «Иностранный язык международного общения», «Иностранный язык делового общения», «Иностранный язык (западный)».

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INTRODUCTION

В современном мире коммуникация является ключом к выстраиванию отношений и решению многих профессиональных задач. Кроме того, активно развивающиеся процессы глобализации и интернационализации ставят новые, более комплексные задачи перед участниками мирового профессионального сообщества. Сегодня для эффективной коммуникации уже недостаточно одного знания языка, требуется владение нормами делового этикета, понимание явлений из разных сфер, знание культурных особенностей. При составлении данного учебно-методического пособия авторы постарались учесть весь спектр задач, который стоит перед профессионалом сегодня.

Данное пособие предназначено для использования в рамках преподаваемых дисциплин «Межкультурная коммуникация на иностранном языке», «Иностранный язык международного общения», «Иностранный язык делового общения», «Иностранный язык (западный)» для студентов старших курсов направлений подготовки 41.03.05 «Международные отношения», 41.03.01 «Зарубежное регионоведение», 58.03.01 «Востоковедение и африканистика».

Авторы пособия поставили цель – дополнить и усилить коммуникативный компонент курса и дать обучающимся возможность применить полученные знания в контекстах, максимально приближенных к ситуациям реального общения. Готовые коммуникативные паттерны, представленные в настоящем пособии, могут найти применение в широком спектре ситуаций профессионального общения: переговорный процесс, участие в конференциях, презентации, телефонные переговоры, нетворкинг, общение с клиентами, продажи.

Авторы имеют обширный опыт в работе со студентами различных уровней владения иностранным языком и обладают пониманием трудностей, с которыми сталкиваются студенты при работе

на курсе делового иностранного языка. В рамках работы над данным пособием была предпринята попытка проанализировать опыт обучения и личные результаты работы со студентами, учесть основные потребности обучающихся, а также запрос современных работодателей.

Таким образом, в результате совместной работы, авторы воплотили идею о создании качественного учебно-методического пособия для студентов старших курсов Уральского федерального университета, позволяющего систематизировать и отработать ключевые коммуникативные навыки, необходимые для успешной профессиональной деятельности в современной деловой среде. Авторы стремились применить комплексный подход для достижения данной цели и в ходе работы уделили особое внимание использованию разнообразной ресурсной базы, применению основ методологии преподавания, а также актуальности выбранных тем и последующей практической значимости предполагаемых результатов работы преподавателей и студентов с данным пособием.

Авторы данного пособия имеют обширный опыт реализации курсов делового английского языка для различных направлений подготовки. В качестве основного учебно-методического комплекса для такого типа курсов авторы рекомендуют использование линейки уровневых учебников «Market Leader» издательства Pearson Education Limited.

При работе над данным учебно-методическим пособием авторы опирались на лексико-грамматический план материала, представленный в этой серии учебников, используя собственные наработки для более детальной практики и проработки компетенций говорения и письма. Данная тактика подбора материалов позволит преподавателю использовать пособие в качестве логичного дополнения к курсу, а также даст возможность слушателям при желании самостоятельно проработать моменты, вызвавшие наибольшие затруднения. Как показывает практический опыт работы, говорение и письмо являются навыками, вызывающими наибольшие затруднения у студентов, осваивающих курс делового английского языка.

Авторы обратили внимание на то, что данные компетенции с одной стороны, являются наиболее востребованными в практическом поле, с другой – не имеют достаточной учебно-методической базы для проработки в рамках университетских курсов. В ходе работы над данным пособием авторы ставили цель – восполнить этот пробел, дав возможность как преподавателям, так и слушателям добиться максимальной эффективности от курса делового английского языка.

Структура пособия проста и логична и представлена введением, четырьмя главами, соответствующими уровню языковой компетенции обучающегося, списком использованной литературы. Предполагается, что материалы данного пособия можно будет использовать как для работы в языковом классе, так и для самостоятельной работы обучающегося. Задания могут осваиваться как последовательно, так и выборочно, при необходимости актуализации коммуникативного навыка по отдельным темам.

Первая и вторая главы настоящего пособия предназначены вниманию обучающихся, имеющих уровень владения иностранным языком от A1 до B1 в соответствии с Европейской системой уровней владения иностранным языком (Common European Framework of Reference for Languages). По наблюдению авторов, студенты, проходящие обучение на курсе профессионального английского языка в рамках данных уровней, как правило, имеют довольно существенные трудности с выстраиванием коммуникации при относительно достойном уровне развития прочих языковых компетенций. Кроме того, как правило, специфика курса делового языка вынуждает преподавателей делать акцент на лексической составляющей, что потенциально приводит к тому, что говорению как компетенции уделяется меньше внимания при работе в классе. Впоследствии, при достижении обучающимися более высокого уровня владения языком, проблема трудностей с говорением по-прежнему сохраняется, а возможно, даже усугубляется на фоне усиления прочих языковых компетенций.

Учитывая эти факторы, авторы видят необходимость в формировании уверенного навыка говорения уже на стартовых уров-

нях, что позволит обучающимся в дальнейшем сосредоточиться на углублении знаний, а не на исправлении результатов недостаточной практики говорения на ранних этапах обучения. Таким образом, в рамках первых двух глав пособия обучающиеся получают возможность отработать и актуализировать базовые коммуникативные паттерны, имеющие широкий диапазон применения: презентация компании и самопрезентация, обсуждение профессиональных обязанностей и задач, общение по телефону, описание продуктов и услуг, общение в неформальных ситуациях.

Третья и четвертая главы пособия разработаны для обучающихся, имеющих уровень владения иностранным языком от B2 до C1. Имея достаточный опыт преподавания, авторы убеждены в том, что в рамках данных уровней говорение как языковая компетенция является связующим звеном, позволяющим продемонстрировать уверенное владение прочими языковыми навыками. Это презентационный навык, дающий первое впечатление об уровне владения языком, компетентности и общекультурном развитии собеседника в целом.

При условии корректного развития коммуникативного навыка на предыдущих этапах в рамках более высоких уровней перед обучающимися стоят иные задачи: на первый план выходит имиджевая составляющая, теперь язык служит способом продемонстрировать статус собеседника и высокий уровень профессиональной компетентности. Базовые коммуникативные паттерны уже активно используются, и в рамках данных уровней встает вопрос их усложнения, наращивания разнообразия, расширения диапазона контекстов профессионального общения, включая специфические ситуации и ситуации повышенного уровня сложности, такие как кризисный менеджмент, работа с числовыми данными, работа с возражениями, мониторинг дискуссий.

Таким образом, очевидным преимуществом настоящего пособия является планомерное погружение обучающегося в актуальный дискурс современного профессионального сообщества. Задания в структуре пособия расположены таким образом, что усложнение идет как с точки зрения языка, так и в отношении контекста.

Среди научных методов, использованных авторами при составлении пособия, особое место занимают анализ и синтез. Авторы обладают полным пониманием уровня развития языковых компетенций, потенциальных трудностей, а также потребностей студентов, приступающих к освоению курса делового иностранного языка. Анализируя данные факторы в непосредственной связи с особенностями современной конъюнктуры рынка труда, авторы выделили основные направления и синтезировали общую стратегию работы над данным учебным ресурсом: доступность, логичность, четкость объяснений, актуальность освещаемых тем, возможность практического применения полученной информации.

Кроме того, одним из методов, нашедших применение в ходе работы над пособием, является метод классификации. Одной из задач при составлении пособия явилось создание единой четкой системы коммуникативных структур языка, организованной по единому принципу от общего к частному.

На сегодняшний день студенты УрФУ востребованы на рынке труда начиная со второго курса обучения. Многие из них проходят стажировки в крупных компаниях, включая международные. При систематическом выполнении заданий обучающийся получает готовые коммуникативные паттерны, которые сможет легко применить в самых разных ситуациях профессионального общения.

Современный рынок труда предъявляет все более высокие требования к соискателям в самых разных профессиональных областях. В этой связи умение эффективно выстраивать коммуникацию, понимание основ делового этикета и особенностей межкультурной коммуникации будет выгодно отличать соискателя и давать больший спектр возможностей трудоустройства в будущем. Работодатели сегодня обращают большое внимание на эмоциональный интеллект потенциальных сотрудников, и умение выстраивать эффективную коммуникацию может стать определяющим фактором при приеме на работу и выборе карьерного пути.

LIST OF COMMON BUSINESS ABBREVIATIONS

AGM	Annual General Meeting
CEO	Chief Executive Officer
CRM	Customer Relationship Management
F2F	Face-to-face
GDP	Gross Domestic Product
HQ	Headquarters
HR	Human Resources
KPI	Key Performance Indicator
MBA	Master of Business Administration
M&A	Mergers and Acquisitions
PA	Personal Assistant
PLC	Public Limited Company
PR	Public Relations
R&D	Research and Development
SEO	Search Engine Optimization
SWOT	Strengths, Weaknesses, Opportunities, Threats
USP	Unique Selling Point
VAT	Value Added Tax
VIP	Very Important Person

Part one:

EXERCISES FOR ELEMENTARY LEVEL SPEAKERS

Методические рекомендации

Данный раздел адресован студентам, владеющим английским языком на уровне A1–A2. На данном этапе студент способен понимать отдельные предложения и часто встречающиеся выражения, связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т. п.). Студенты могут выполнять задачи, связанные с простым обменом информацией на знакомые или бытовые темы; в простых выражениях могут рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни.

С точки зрения деловой коммуникации, студент на данном этапе должен уметь представить себя и свою компанию, поддержать диалог на повседневные темы и темы, непосредственно связанные с профессиональной деятельностью и деятельностью компании в целом.

Соответственно, в данном разделе представлены следующие темы: представление себя и своей компании, поддержание разговора о работе и отдыхе, решение вопросов по телефону, бронирование отелей и ресторанов, принятие решений, описание продукта или товара, решение проблем, участие в дискуссии, проведение собеседований, подготовительный этап презентации.

По каждой теме представлены задания двух типов: подготовительные упражнения и задания разговорного характера. Подготовительные упражнения призваны подготовить студента к коммуникативной ситуации, помочь в повторении необходимой лексики и грамматических структур. Задания такого типа включают в себя упражнения следующих типов: распределение по категориям

и заполнение пропусков. Основное коммуникативное задание в каждом разделе – это ролевая игра, в которой могут участвовать от двух до пяти студентов, каждому из которых выдается карточка с индивидуальным заданием и предоставляется время для подготовки. По готовности студенты разыгрывают предложенную ситуацию. По окончании студентам может быть предложено либо озвучить и сравнить с другими группами результат переговоров, принятое решение, найденный выход из ситуации, либо написать электронное письмо или сообщение о результатах встречи. Преподавателю, работающему с пособием, рекомендуется начинать с подготовительных заданий.

I. Negotiating: Introducing yourself and others

1. *Write the sentences 1 to 8 under the correct heading.*

Asking questions	Offering a drink	Replying	Greetings

1. The weather is quite good / hot / cold in my country.
2. Good to see you again.
3. Would you like a cup of tea / a coffee?
4. Where are you staying?
5. We're doing OK / quite well / very well.
6. Thank you very much, I'd love one.
7. What's the reason for your visit?
8. Pleased to meet you.

2. *Work in pairs. Role-play this situation. You are sales representatives. You meet over lunch in a hotel where a business conference is being held. You do not know each other. You need to introduce yourself and start a conversation.*

Student A: Fill in the gaps with facts about yourself.

- Your name:
- Where you are from:
- Your position in your company: Sales Director, Samsung

- Why you are visiting: to find new partners and establish good liaisons

- How your business is doing: very well – many new clients
- Weather in your country:
- Where you are staying: State Hotel

Student B: Fill in the gaps with facts about yourself.

- Your name:
- Where you are from:
- Your position in your company: CEO, Ural travels
- Why you are visiting: to visit tourist offices and discover new marketing strategies

- How your business is doing: sales are decreasing – not enough brand awareness

- Weather in your country:
- Where you are staying: Gold Hotel

II. Talking about work and leisure

1. *Complete the sentences below using the words from the box.*

enjoy interested into love playing good really watching free
--

Speaker A: What do you do in your _____ time?

Speaker B: I love sports. I _____ karate and I _____ playing golf. But I'm not really _____ in watching sports on TV. I don't _____ watching baseball, for example. What about you?

Speaker A: I like golf too, but I'm also _____ watching French cinema and classical music. I like _____ DVDs and I really enjoy going to concerts. I also like _____ the guitar. I'm interested in computer games, but I'm not very _____ at them.

2. *Work in pairs. Read your role card and prepare for the interview. Then meet as two groups: interviewers and candidates. Make a list of the problems and decide which ones are important.*

Student A: You are a recruitment specialist. Interview a staff member and ask questions. Note down the answers.

- Position (What / job?)
- Routine (What / do / each day?)
- Hours (What / hours / work?)
- Breaks (How often / breaks?)
- Lunch (When and where / have lunch?)
- Feelings about job (What / like / not / like about job?)

Student B: Choose one of these roles:

Role 1: receptionist.

Your job: meet clients; make phone calls; book meeting rooms, deal with complains.

Hours: 7.30 a.m. – 6 p.m. Tuesday to Saturday. You sometimes work on Sundays.

Breaks: two 10-minute breaks in the morning.

Lunch: 1 p.m. – 2 p.m. You never go out for lunch because there are no good cafes in your area.

Feelings about job: you are not happy.

- There are always many clients and you have to communicate with different people.

- You have a five-year-old son. You take him to a kindergarten every morning before you go to work. The kindergarten is far from your job.

- You want more to move to a different hotel closer to your child's kindergarten, and a free day-care center in the company.

Role 2: writer.

Your job: write creative, original content or company websites; research topics on the Internet.

Hours: 10 a.m. – 8 p.m., often later.

Breaks: no regular breaks.

Lunch: flexible times.

Feelings about job: you are very unhappy because:

- You are always under pressure and stressed. The company needs to hire more content writers.

- You want to work more regular hours, and start your working day earlier because you have a family.

- You want the company to pay for the gym once/twice a week.

Role 3: website creator.

Your job: create software programs; design web pages, graphics and images; provide consultancies to clients.

Hours: 9 a.m. – 7 p.m., but often later and at the weekend.

Breaks: no regular breaks.

Lunch: 1.00 p.m. – 1.30 p.m.

Feelings about job: you love your job. You like to cooperate with different people, but you don't like your boss because she:

- Does not give you clear goals
- Criticizes your work
- Asks to work overtime without extra payment

III. Telephoning: solving problems

1. *Write the sentences 1 to 10 under the correct heading.*

Getting through	Introducing yourself	Getting details	Giving details	Finding solutions

1. We can give you a discount.
2. The recommendation is incorrect.
3. Call me back later, please.
4. Hello, this is (name), finance department.
5. Can I speak to (name), please?
6. Hello, (name) here, General Motors.
7. Can you give me some more information?
8. I can talk to the Managing Director.
9. There's a piece missing.
10. Which model is it?

2. *Work in pairs. Use these role cards to role-play a conversation. Expressions in Exercise 1 will help you.*

Student A: You are working in the Customer Service department. You should:

- Answer the phone

- Ask for details
- Apologize for the first problem
- Apologize again and offer solutions
- Say goodbye

Student B: You are a client. You should:

- Introduce yourself
- Say you are very disappointed with the order you placed
- Give details of the first problem (you ordered Coca-Cola, not Pepsi)
- Give details of the second problem (you want 2,000 cans, not 1000 bottles of 1 liter, as soon as possible)
- Ask for a discount
- Say goodbye.

IV. Making bookings and checking arrangements

1. *Correct these phrases.*

1. I'd like to book a room from Sunday the 10th to Friday the 16th.
2. Hello, how I can help you?
3. I'd like to book three tickets to Washington, please.
4. I can give you a single room on first floor.
5. Is there a restaurant in the hotel?
6. Can I have you credit card details, please?
7. How much it is per night?
8. What time you expect to arrive?
9. So, that's a round-up for six nights, from the 10th till the 16th, right?
10. What time does the flight arrives?

2. *Work in pairs. Using some of the phrases from Exercise 1 role-play the telephone call.*

Student A: You work for the Moonlight Hotel in Madrid, Spain.

Student B: You are a business traveler. You want to book rooms for yourself and a conference room for your colleagues.

A: Answer phone. Give the name of the hotel.

B: Give your name. Ask for one single room with bath from 21st to 26th September.

A: Check booking for five nights, from 21st to 26th September.

B: Price?

A: 250 Euro per night for a single room.

B: Restaurant? Car park?

A: Restaurant: yes; Car park: yes. Ask for credit card details.

B: Visa number: 6481 0640 9474 8360. Expiry date: 10/25.

V. Skills: Making decisions

1. Find the examples of the following functions in the phrases below.

Giving opinions	Agreeing	Disagreeing	Making suggestions

1. I don't know about that. I think we need something interesting for them to do.

2. Yes, I agree. I also think it's too far away. Why don't we invite them for dinner?

3. Good idea. Which restaurant do you recommend?

4. We could try the new restaurant at the Empire Hotel. It's very popular.

5. Yes, that's right, but it's very expensive!

6. How about a restaurant by the river?

7. Yes, that's a great idea.

2. Role play. Work in groups of three. You are managers in a company. You need to decide how to entertain a group of six foreign visitors.

Student A:

– You suggest a meal in an expensive international restaurant and a baseball match because everyone likes baseball and international food.

– You think the Opera Theatre and a jazz bar is a bad idea because there is not enough chance to talk. The casino is good or later in the evening.

– You think the local restaurant is a bad idea because the food is poor and circus performance is OK.

Student B:

– You suggest a local restaurant and a circus performance because it's good for visitors to try local food and the performance is something adventurous, unusual for the guests.

– You think the baseball match is a bad idea because not everyone loves baseball. You think the international restaurant is too expensive.

– You think the jazz bar is a bad idea because not everyone likes jazz music. The ballet is good only for the evening but somebody might get really bored. It demands special dress code.

Student C:

– You suggest the Opera Theatre and a jazz bar because the ballet represents the culture and the jazz bar gives an opportunity to relax.

– You think the local restaurant and circus performance is a bad idea because the circus is only for children. The location of the local restaurant is very inconvenient.

– You think the baseball match and the international restaurant is a bad idea because international restaurant is not interesting for visitors. The baseball match is clear only for baseball lovers, those who don't know the rules, won't understand the game.

VI. Skills: Describing a product

1. *Find errors in the following sentences. There is one error in each of them.*

1. It's just 67 centimeter long.
2. We can deliver within seven days.
3. It's aimed at styling men.
4. It's very popular model.
5. It weighs about three kilos.
6. It has a unique design.
7. The price include postage and packaging.
8. We offer in it different colors.
9. It's made of leather.
10. It's a long-lasting and robust.

2. *Work in pairs. You are at a trade fair. Role-play the situation. Here are your roles:*

Student A: You are the Stock Control Manager of an antique shop. You are at a trade fair and you want to buy some antiques for your store. Use these prompts to prepare your questions. Ask the sales person (Student B) about:

- The most popular items
- The target market
- The features
- Its weight and measurements
- The colors
- The cost
- The delivery

If you like the products, say how many items you want to order.

Student B: You are a salesperson and you sell lots of different items. You are at a trade fair and a Stock Control Manager is asking you about one of your antiques. Read the description of the item and answer the stock manager's questions. Add any other detail you wish.

- Your most popular model: antique lamp
- Target market: antique collectors
- Features: it belonged to Queen Victoria
- Weight: 4 kg.
- Measurements: 70 cm high × 35 cm wide
- Colors: black, gold, brown
- Price: 500 Euros
- Delivery: within ten days

VII. Negotiating: Dealing with problems

1. *Complete the conversation with the following words:*

problem think enough need could sorry

Lena: We can't finish the project by Thursday. There isn't _____ time.

Rani: I'm _____, but that's the deadline.

Lena: Then we _____ to ask Jason to help.
 Rani: The _____ is Jason is on holiday this week.
 Lena: We _____ work late tonight and tomorrow. Is that possible?
 Rani: OK, I'll _____ about it. I'll get back to you.

2. *Work in pairs. Student A is Project Manager and Student B is Project Director. Project Manager explains to Project Director why he or she needs a new office.*

Project director: I understand you want a new office.
 Project manager: Yes, I share an office with the designer and my assistant...

Project Manager: You share an office with the designer and your assistant. Try to persuade the director to give you your own office.

- The office is too small. There isn't enough space for three people.
- The office is in inconvenient location. No cafes for having lunch.

Your assistant uses computer too often and it has become impossible to share it.

Project Director: There are only two empty offices available in the department. Try to persuade the Project Manager to share an office with the assistant.

- The first empty office is too large but the second is too dirty.
- The first is in the center of the city, the second in the suburbs. It is in a quiet location.
- The designer needs a larger office.

VIII. Participating in discussions

1. *Write the sentences 1 to 8 under the correct heading.*

Agreeing	Disagreeing	Asking for opinions	Making suggestions

1. I don't know about that.
2. What do you think?
3. How about increasing the budget?

4. I agree; the sales figures are very good.
5. I'm afraid I don't agree.
6. Let's launch the product in June.
7. You're right. I like that idea.
8. How do you feel about this, Marina?

2. *Work in groups of four. Role-play this situation. You are directors. Look at the list. Discuss which three benefits to offer key employees in your company. Benefits:*

- A five-day company conference in Hawaii
- A bonus (15 % of employees' salary)
- A new company car
- Free health insurance for employees' families
- Low-cost holidays (company apartments in France)
- Corporate entertainment (free tickets to the opera, theater and concerts)
- Financial help with housing costs
- Free private education for employees' children

IX. Starting a presentation

1. *Melisa Crumps is giving a presentation about the Ratal School of Business. Put the phrases in the correct order to make a short introduction to her presentation.*

- I'm the Commercial Director of the Ratal School of Business.
- The school is based in Buenos Aires.
- Hello, everyone, I'm Melisa Crumps.
- And we have 2,400 students and 520 employees.
- I'd like to talk about our business school.

2. *Work in pairs. Use information below to prepare a short introduction to a presentation about a business school. Then present the introduction to each other. Listen to your partner's presentation and complete the checklist.*

Student A: The Central School of Business

- Yana Shults
- Director of Studies

Business school

- Based in Ottawa, Canada
- 400 students, 280 employees

The school is building a new library and multimedia center.

Checklist A: tick the correct information from your partner's presentation.

1. Position:

- a) Business Consultant;
- b) Business Director.

2. Country:

- a) Hungary;
- b) the Netherlands.

3. Number of students:

- a) 1200;
- b) 950.

4. Current project:

- a) Building a new library;
- b) Building a new language center.

Student B: The City Business School

- Jason Evans
- Business Consultant

Business school

- Based in Budapest, Hungary
- 1200 students, 500 staff

The school is building a new language center.

Checklist B: tick the correct information from your partner's presentation.

1. Position:

- a) Director of Science;
- b) Director of Studies.

2. Country:

- a) Canada;
- b) Austria.

3. Number of students:

- a) 400;
- b) 500.

4. Current project:

- a) Building a new library and multimedia center;
- b) Building a new language center.

X. Making arrangements

1. Write the sentences (1–8) under the correct heading.

Asking	Agreeing	Declining

- 1. Is 4 p.m. OK for you?
- 2. What time is good for you?
- 3. I'm afraid I can't make Monday.
- 4. I can make Thursday morning.
- 5. I can do Friday afternoon.
- 6. I'm sorry, I can't do Wednesday.
- 7. How about 10 a.m.?
- 8. What time suits you?

2. Work in pairs. Use the diaries below to role-play this situation.
Student A telephones Student B to arrange a meeting for next week. The meeting will last 30 minutes and will be at Student B's office.

Student A: Hello. It's _____ here. Let's meet one day next week. What day is good for you?

3. *Student B needs to change the day or time of the meeting. Telephone Student A. Apologize and rearrange the appointment.*

Student B: Hello. It's _____ here. Sorry, but I need to change the time of our meeting...

Student A's diary: Monday 17th 10 – 11:30 a.m. Visit head office
1–5 p.m. Budget meeting
Tuesday 18th 12 p.m. – 3 p.m. Lunch and meeting with customer
Wednesday 19th Conference 8 a.m. – 6 p.m.
Thursday 20th 11 – 11.45 a.m. Meet Financial Director
Friday 21st 4 p.m. Fly to Boston

Student B's diary: Monday 17th 2 – 3:30 p.m. Finish report
 Tuesday 18th 9 – 11:30 a.m. Dentist
 2–5 p.m. Meet IT Manager
 Wednesday 19th 9 – 10:30 a.m. Buy new company car
 Thursday 20th 10 a.m.– 4:30 p.m. Trade fair
 Friday 21st 11:30 a.m. – 1:30 p.m. Lunch meeting

XI. Identifying problems and agreeing action

1. *Match the statements (1–4) to the problems (a–d).*

1. She's got a lot of difficult clients.	a) She's got too much work.
2. Her job isn't interesting.	b) She doesn't like working in sales.
3. She wants to move to another department.	c) Her work is very challenging.
4. She works every weekend.	d) She's bored.

2. *Work in groups of four. Read Martin Darwin's performance review. Make a list of the problems. Then have a meeting to discuss possible solutions and find the two most important actions to take.*

Performance Review Summary

Name: Martin Darwin

Department: Telephone Sales

Salary: 26,000 euros plus performance bonus

- Martin is the best salesperson in the telephone sales department.
- He is bored in his job and wants a new challenge.
- He prefers meeting customers face to face.
- He doesn't like being in the office all day.
- He has asked his boss for a salary increase.
- He wants to move into a management position.
- He doesn't get on with his colleagues.
- He doesn't enjoy working in a team.
- He has no experience as a manager.

XII. Interview skills

1. *Put the words in question in the right order to make interview questions.*

- What learn you from your last job did?
- What you good are at?
- What want you in do the future to do?
- What your free time do in do you?
- What in last job you didn't like ?

2. *Work in pairs. Student A is Human Resources Director. Student B is a candidate. Role-play the interview. Human Resources Director is interviewing the candidate for the job of General Manager.*

Human Resources Director: Introduce yourself and ask the candidate these questions. Interview questions:

- How long / been in / present job?
- Why / leave last job?
- What skills / have?
- Where / want to be in five years' time?
- What / do in / free time?
- Do / have any questions?

You can offer: job starts next month, annual holiday 31 days, company car after three months, salary \$55,000.

Candidate: Introduce yourself and answer the interview questions.
CV summary:

- Been Assistant General Manager for one years.
- Left last job because moved the country.
- Speak three languages and have computer skills.
- Plan to be a successful manager and become a director.
- Enjoy playing golf and swimming.

Ask these questions:

- When / job start?
- How long / annual holiday?
- Will / company car?
- What / salary?

Part two:

**EXERCISES FOR PRE-INTERMEDIATE
LEVEL SPEAKERS**

Методические рекомендации

Данный раздел адресован студентам, владеющим английским языком на уровне B1. На данном этапе студент способен понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т. п. Студент умеет общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка. Студент может составить связное сообщение на известные или особо интересующие его темы; может описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее.

С точки зрения деловой коммуникации, студент на данном этапе должен уметь подробно рассказать о себе и своей компании, поддерживать диалог на разнообразные темы, в том числе и темы, непосредственно связанные с профессиональной деятельностью и деятельностью компании в целом, участвовать в совещаниях и аргументированно высказывать свое мнение, понимать таблицы и диаграммы, заполнять формы и памятки.

Соответственно, в данном разделе представлены следующие темы: решение вопросов по телефону, презентация компании, ведение переговоров, участие в совещаниях, решение конфликтных ситуаций, ведение бизнеса по Интернету, представление продукта или товара.

По каждой теме представлены задания двух типов: подготовительные упражнения и задания разговорного характера. Подготовительные упражнения призваны подготовить студента к коммуникативной ситуации, помочь в повторении необходимой лексики

и грамматических структур. Задания такого типа включают в себя упражнения следующих типов: распределение по категориям и заполнение пропусков. Основное коммуникативное задание в каждом разделе – это ролевая игра, в которой могут участвовать от двух до пяти студентов, каждому из которых выдается карточка с индивидуальным заданием и предоставляется время для подготовки. По готовности студенты разыгрывают предложенную ситуацию. По окончании студентам может быть предложено либо озвучить и сравнить с другими группами результат переговоров, принятое решение, найденный выход из ситуации, либо написать электронное письмо или отчет о результатах встречи. Преподавателю, работающему с пособием, рекомендуется начинать с подготовительных заданий.

I. Telephoning: making calls

1. *Correct these expressions for making calls. There is one wrong word in each expression.*

Making calls:

1. Could you tell him / her that I called?
2. Can I let a message?
3. Could I tell to Susan Boil, please?
4. Is that the sales / finance / marketing department?

Receiving calls:

1. Who are calling, please?
2. I'll put you off.
3. Could you say me what it's about?
4. I'm scared there's no answer. I can transfer you to his / her voice mail.

2. *Work in pairs. Role-play the phone calls.*

Student A:

1. You work at Michlen plc. You receive a call from your colleague, Annie Mortimer. Annie is not in the office at the moment. Take the caller's details and say that Jamie will call them back.

2. You are Jamie Vincent. Telephone the person who called about the job advertisement. Offer to send an application form. The closing date for application is in two weeks' time.

Student B:

1. You want to apply for the job in the advertisement. Call Lochlin plc. and ask for Jamie Vincent (Job advertisement: Lochlin plc is looking for sales representatives, exciting new opportunities for the right people. Call Jamie Vincent on 747 7585 7373 for more information).

2. Sometime later, Jamie Vincent calls you back. Ask about how you can apply for the job. You also want to know when the closing date for the application is.

II. Skills: Presenting your company

1. *Number these phrases which introduce different sections of a presentation in the correct order.*

1. Moving on now to our mission _____.
2. Finally, a word about _____.
3. Thank you very much for listening _____.
4. OK, some basic facts _____.
5. What's the key to our success? _____.

2. *Work in pairs. Choose one of the following topics. **Student A:** make your presentation and present it to your partner. **Student B:** listen carefully and prepare questions about the presentation. **Student A:** answer your partner's questions. Then change roles.*

Possible topics:

- Think about your company or a company you know. Use the information from the Internet to help you prepare a presentation about it.
- Find the information about Gazprom organization and make a presentation.

III. Negotiating: reaching agreement

1. *Correct the following phrases. In each phrase there is one mistake.*

1. We've interested in buying 13 cars.
2. We could possibly deliver at October.
3. I'm afraid no. It's company policy.
4. If it works, we increase the order later on.
5. That's very reasonable, do you think?
6. Right, we've got deal.
7. We'd like to start the scheme on November.
8. That could be all right, as long you pay more for a longer period.
9. I'm sorry, we can't agree that.
10. That might be OK if you can guarantee delivery then.
11. That sounds fair price to me.
12. Good, I think we've cover everything.

2. *Work in pairs to role-play the situation: Student A is Lauren, Student B is Kim. They are continuing the negotiation. Discuss these points:*

- Four-seater car
- Colors
- Radio / CD player and set-nav system
- After-sales service
- Try to agree on points you negotiate.

IV. Skills: successful meetings

1. *Read the following phrases and decide who says them in a meeting: a chairperson (write C in a space near the phrase) or meeting participants (write P in a space near the phrase).*

1. Can we start, please? _____
2. Let's move on now to _____. .
3. I don't know about that. _____
4. The next thing to discuss is _____. .
5. Can I just say something? _____

6. OK, let's summarize. _____
7. The main aim of this meeting is _____.
8. I'm in favor of _____.
9. Right, let's begin. _____
10. How do you feel about this? _____

2. Work in groups of four. RLF in New York has developed new sneakers, code-named "The Teens". They will be launched in the US. The marketing department holds a meeting to discuss the strategy for selling them.

Student A: You are the chairperson. You will lead the meeting. Ask for the participants' opinions, encourage discussion and help them reach agreement. You must decide these points concerning the marketing of "The Teens":

- Their selling price
- The target consumer
- Special offers for first purchase
- Advertising

Student B: You are a participant of the meeting. You have the following opinions concerning "The Teens":

- Selling price: approximately \$12
- Target consumer: young people aged 15–25
- Special offer for the first purchase: discount of 20 % for orders over 40
- Advertising: in magazines aimed at young people

Student C: You are a participant of the meeting. You have the following opinions concerning "The Teens":

- Selling price: approximately \$29
- Target consumer: professional people aged 20–40
- Special offer for the first purchase: discount of 5 % for orders over 10
- Advertising: in upmarket magazines and TV commercials

Student D: You are a participant of the meeting. You have the following opinions concerning "The Teens":

- Selling price: approximately \$55
- Target consumer: all age groups from 20 years and onwards

- Special offer for the first purchase: discount of 25 % for orders over 100
- Advertising: in national and regional newspapers / magazines

V. Skills: Participating in discussions

1. *There is one word missing in each of the following phrases. Correct them.*

1. We've got to do something about.
2. Why don't we encourage staff keep fit?
3. I can't agree you there.
4. I think we should carry out survey.
5. It might be a good to set up a counseling service.
6. It'd cost a lot, and attendance be difficult to monitor.
7. I'm afraid it's of question.
8. I think should definitely pay staff's subscriptions.

2. *Work in pairs. Both of you work in the human resources department of a large company. Discuss how you would deal with the following three problems. Use some of the expressions in Exercise 1.*

- More and more staff are taking medicine, e.g. anti-depressants, because they feel highly stressed at work. They are often sick, or pretend they are sick, and take days of work.
- Many employees feel uncertain about their jobs and careers in the company. They worry about the future, They are constantly anxious and don't sleep well.
- Some staff are stressed because they feel they have no control over their work and they don't participate in decisions. They say they feel "worthless" and are not valued by management.

VI. Socializing and small talk

1. *Read these expressions (1–10). Decide which one is said by the host (H) or the guest (G). Then put the sentences into five logical pairs.*

1. Can I get you a drink?
2. Yes, it's just down there on the left.

3. It all looks good. What do you recommend?
4. Would you like me to show you around?
5. Help yourself to some food.
6. Yes, please. I'll have a white wine.
7. Can I give you a lift to the airport?
8. Yes, I'd love to see some of the sights.
9. Could you tell me where the toilet is, please?
10. Thanks, but my taxi's coming.

2. *Work in pairs. Role-play the following conversation.*

Student A: You are at a conference. You recognize someone you met at a conference ten years ago. Introduce yourself and make small talk. Use this information to prepare for the conversation:

- You met Student B two years ago at a conference on Customer Care in Zurich.
- You own a small firm which sells stationary products.
- It's your first day at the conference – you arrived last night.
- You haven't seen the city yet.
- You are staying at the Livelop Hotel in the city center (a good choice: lovely views; the restaurant and the facilities are also excellent).
- You are leaving in five days' time.
- You think the conference will be very interesting.

Student B: You are at a conference. You recognize someone you met at a conference two years ago. Introduce yourself and make small talk. Use this information to prepare for the conversation:

- You met Student A two years ago at a conference on Customer Care in Zurich.
- You are the Managing Director of an office equipment company.
- You have been at the conference for two days.
- You have visited the city (beautiful old castle, interesting museum, excellent restaurants, but very expensive).
- You are staying at a small hotel outside the city (a bad choice: your room is small and noisy, and too far from the city center).
- You are leaving tomorrow.
- The conference is boring – the speakers digress from the topic all the time.

VII. Negotiating: dealing with conflict

1. *Correct these negotiating expressions. There is one wrong word in each expression.*

Calming down I understand what you're saying. I can see your point of views. Why don't we become back to that later? You don't have to sorry about...	Creating solutions A compromise shall be to... How about ... Let's look at this other way. Another possible is...	Closing a negotiation Let's see what we've get. Can I go on what we've agreed? I think that covers everything. We've got a deal.
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2. *Work in pairs. Student A is the customer; Student B is the supplier. You are negotiating the sale of some bricks. These are the negotiator's objectives in the beginning. Start the negotiation using the sentences given. Then use the correct forms of the expressions above and other expressions to continue the negotiation, following the instructions.*

Agent	Price per thousand bricks	Discount for bulk orders	Delivery	Payment currency
A: customer	720 euro	15,00 %	4 weeks	euros
B: supplier	1350 euro	35,00 %	5 months	US dollars

Student A: "So you're offering a price of 1350 euros per thousand bricks and, as I told you, I'm only willing to pay 1000 euros".

Student B: "Yes. There seems to be quite a gap here". Calm A down and suggest a compromise: a price of 900 euros.

Student A: Accept the solution. Move on to discount.

Student B: You can only offer a higher discount if A accepts a longer delivery time. Suggest a specific discount and a delivery time.

Student A: You can't accept B's proposal. Create another solution.

Student B: Accept A's proposal. Move on to currency.

Student A: Insist on paying in euros.

Student B: Calm A down. Suggest half the payment in euros and half in dollars.

Student A: Accept. Go over the agreement.

Student B: Accept or disagree with A's summary. Clear up any disagreements.

Student A: Close the negotiation.

Student B: Reply.

VIII. Marketing. Telephoning: exchanging information

1. *Say these telephone numbers, as in the example.*

Tower of London – 022 7656 3420

Eiffel Tower, Paris – 01 44 11 23 23

Sydney Opera House – 87 9250 8888

Empire State Building, New York – 678 987 3768

2. *Say these abbreviations.*

HR, CEO, R&D, AT&T, CNN, IBM

3. *Student A is Michael Madmont, a client, and Student B is David Bern, an architect. Role-play their telephone conversation.*

Student A: Suggest meeting on Tuesday next week at 4:00 at your office.

Student B: Ask for the address.

Student A: 12th floor, 457 Bricue Avenue. Tell B to ask for you at reception.

Student B: Agree.

Student A: Ask about the number of architects at Business Associates.

Student B: 30 architects, including seven senior partners.

Student A: Ask about turnover last year.

Student B: Sales of 15 million euros in architects' fees.

Student A: Ask about important clients.

Student B: Clients: important companies such as HJF, PLD, BRK and NBVR. Say you can email pictures of buildings you have designed for these companies.

Student A: Agree.

Student B: Ask for A's fax number in case there is a problem with emailing the pictures.

Student A: Your fax number is 758 669 686. You are in a hurry. Say you look forward to seeing B on Tuesday at four. Say goodbye.

Student B: Confirm you look forward to seeing A. Say goodbye.

IX. Presenting your company

1. *A company boss is presenting his company to potential investors. The presenter does not follow the usual tips for presentations and irritates the investors. Match the tips (1–6) that the presenter does not follow with the audience's reactions (a–f).*

1.	Find out about your audience and adapt your presentation accordingly.	a)	This is no time for jokes.
2.	Introduce yourself.	b)	Is he still in his introduction or is he on to the main part?
3.	Use humor carefully.	c)	He's talking to us as if we were his customers, not potential investors.
4.	Outline the structure of your talk.	d)	His slides contain too much information – all those boring figures!
5.	Vary the tone of your voice.	e)	Who is this guy anyway?
6.	Use clear visual aids.	f)	I'm falling asleep. He talks in the same tone the whole time.

2. *Three human resources directors make presentations about their companies at a business school recruitment day. You are one of the HR directors. Use the notes below to make a presentation about your company.*

Item	Futuropolis Parks	Austro Insurance	Smart-mart stores
Head office	Toulouse, France	Vienna, Austria	San Francisco, USA
Activities	Theme parks about the future.	All insurance products: life, property, car, etc.	Everything from food to clothing to furniture.
Customers	Europeans, middle class families with children aged 5 to 15.	Businesses and consumers around the world.	Consumers of all classes, all incomes.
Annual turnover	1 billion euros	11 billion euros	250 billion euros
Annual net profits	250 million euros	1,5 billion euros	7 billion euros
Operations	4 parks in London, 1 each in Poland, Hungary and Turkey.	Thousands of brokers (independent insurance sellers) in Europe, the US and Asia.	300 stores in the US, 55 in Europe, 30 in Latin America, 20 in Asia.
Strengths	Good future in leisure industry in general, especially theme parks.	Insurance has seen 10 % growth a year over last ten years. Growth set to continue.	Very low prices – other stores find it very hard to compete. 10–15 % annual growth expected to continue.
Future plans	Opening park in Florida next year – English-speaking managers needed. Great career prospects!	Developing Latin American activities – Spanish-and-Portuguese-speaking managers required. Great career prospects!	Developing further in Asia, especially China. Chinese-and-English-speaking managers required. Great career prospects!

X. Selling online

1. *A businesswoman is talking about a negotiation that she recently took part in. Match the negotiating tips (1–7) with the things she says (a–g).*

<ol style="list-style-type: none"> 1. Be friendly. 2. Prepare carefully before you negotiate. 3. Have a lot of options. 4. Never be the first to make an offer. 5. Ask a lot of questions. 6. Pay attention to the other side's body language. 7. Summarize often the points you agree on. 	<ol style="list-style-type: none"> a) I waited for the other guy to make his price. I didn't tell him what my objective was. b) I asked him exactly what his requirements were, who his current partners were and how long it would take him to reach a decision. c) Every half hour, I tried to say what we had agreed on and what remained to be negotiated. d) Before the negotiations, I spent days working on the figures. e) I knew if he didn't accept my first option, we had two cheaper options to propose. f) When the customer arrived, I asked if he'd had a good flight and offered juice and coffee. g) I asked if that was his final offer and he went red in the face.
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2. *Student A is a buyer for a large bookstore chain. Student B is the sales rep for a publisher. They negotiate the discount on a new thriller.*

- A wants between 4,000 and 15,000 copies. The more copies A orders, the bigger the discount they want but, of course, B wants to limit the discount given.

- Negotiate the number of copies to be bought by A and the discount to be given.

- During the role-play, you should try to use all the expressions on your role card.

Student A: Discount objectives

500–3,000 copies: 15 % discount

4000–8,000 copies: 25 % discount

13,000–22,000 copies: 37 % discount

25,000 copies and above: 44 % discount

Expressions: Do you agree to..., as long as..., how about..., absolutely, maybe you're right, agreed!

Student B: Discounts you can offer

500–3,000 copies: 20 % discount

4,000–8,000 copies: 32 % discount

13,000–22,000 copies: 40 % discount

25,000 copies and above: 50 % discount

Expressions: Mmm, I don't know, I can offer..., that sounds reasonable, will you agree to..., we'd prefer...

XI. Innovation

1. *Match the advice to presenters 1–10 to the comments (a–j) that members of the audience make to each other after attending a particular presentation.*

1. Tell a joke at the beginning to relax the atmosphere.	a) He shouldn't have read aloud like that – it's so monotonous.
2. Speak more slowly than you normally do.	b) He shouldn't try to be a stand-up comic.
3. Smile a lot.	c) He was speaking to us as if we were idiots – couldn't he speak at normal speed?
4. Involve the audience.	d) People asked so many questions he didn't have time to finish. And some of the questions were irrelevant!
5. Invite questions during your presentation.	e) It doesn't look natural when Anglo-Saxons start using their hands a lot-they should leave that to the Latins.
6. Always keep to your plan.	f) He was looking very happy all the time, but I couldn't understand why.
7. Move around during your presentation.	g) He would have been more comfortable sitting down.
8. Use gestures to emphasize important points.	h) I got nervous when he asked people to come on to the stage – I thought he was going to ask me!
9. Read out your presentation from a script.	i) He stuck to his plan even when it was clear that the audience already knew 90 % of what he was saying – it was so boring!
10. Stand up when giving your presentation.	j) He was prowling around on stage like a wild animal.

2. *Make a 10-minute presentation about one of the following topics. (Try to avoid making the mistakes in Exercise 1.)*

- A country you know well – its geography, tourist attractions, economy, cultural behavior, etc.
- A company that you admire – its products and services, organization, working methods, etc.
- A professional sport that you like – the way it is organized, the main teams, the financial aspects, etc.

XII. Presenting a product

1. *Match the adjectives (1–7) to their definitions (a–g).*

1. attractive	a) made of good materials and put together well
2. fashionable	b) always works and doesn't break down
3. robust	c) can be used in different ways
4. high-quality	d) strong and solid
5. reliable	e) easy to use
6. flexible	f) nice to look at
7. user-friendly	g) looks modern and up-to-date

2. *Choose a product you admire. Make a drawing of your product and label it. Complete the technical information. You may want to mention:*

- dimensions
- available colors
- power source
- benefits for the user
- how it compares to other products in the company's range
- advantages over competing products
- price
- where to buy it.

3. *Work in pairs. Student A presents the product to a potential customer, Student B. Then Student B presents their product to Student A.*

XIII. New business. Dealing with numbers

1. *Say these sentences:*

- A kilo is about 2.2 pounds.
- An ounce is 28.35 grams.
- An inch is 2.54 centimeters.
- A foot is 30.48 centimeters.
- A mile is 1.6093 kilometers.
- A UK pint is about $\frac{3}{5}$ of a liter.
- A hectare is about 2,5 acres.
- A second class return ticket from Paris to Marseille is 126.20 euros.
- The average price of a house in England is 58,586 pounds.
- The Pigeon sports stadium in London can hold 234, 147 people.
- The population of Istanbul at the last census was 9,033,478.
- The GNP of Hungary is \$30,6 billion.

2. *Work in pairs. Student A has information about Thailand. Student B has information about Spain. Communicate this information to each other.*

Student A

Item	Thailand	Spain
Population	69,800,000	
Population of largest city	8,281,000 (Bangkok)	
GNP	\$730 billion	
GNP per head	\$3,850	
Inflation	3,8 %	
Unemployment	9,00 %	
Cars per 1,000 population	76	
Doctor per 1,000 population	189	

Student B

Item	Thailand	Spain
Population		46,094,000
Population of largest city		6,642,000 (Madrid)
GNP		\$534 billion
GNP per head		\$5,760
Inflation		21,30 %
Unemployment		3,00 %
Cars per 1,000 population		186
Doctor per 1,000 population		110

Part three:

**EXERCISES FOR INTERMEDIATE
LEVEL SPEAKERS**

Методические рекомендации

Данный раздел адресован студентам, владеющим английским языком на уровне B2. На данном этапе студент способен понимать общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты. Студент может говорить достаточно быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон. Студент умеет делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущества и недостатки разных мнений.

С точки зрения деловой коммуникации, студент на данном этапе должен уметь подробно рассказать о себе и своей компании, поддерживать диалог на разнообразные темы, в том числе и темы, непосредственно связанные с профессиональной деятельностью и деятельностью компании в целом, участвовать в совещаниях и аргументированно высказывать свое мнение, успешно проводить переговоры, участвовать в дискуссиях и семинарах, работать с докладами, отчетами и инструкциями.

Соответственно, в данном разделе представлены следующие темы: участие в совещаниях и дискуссиях, ведение переговоров, создание и представление презентаций, продажи, реклама, инновации, принятие решений.

По каждой теме представлены задания двух типов: подготовительные упражнения и задания разговорного характера. Подготовительные упражнения призваны подготовить студента к коммуникативной ситуации, помочь в повторении необходимой лексики и грамматических структур. Задания такого типа включают

в себя упражнения следующих типов: распределение по категориям и заполнение пропусков. Основное коммуникативное задание в каждом разделе – это ролевая игра, в которой могут участвовать от двух до пяти студентов, каждому из которых выдается карточка с индивидуальным заданием и предоставляется время для подготовки. По готовности студенты разыгрывают предложенную ситуацию. По окончании студентам может быть предложено либо озвучить и сравнить с другими группами результат переговоров, принятое решение, найденный выход из ситуации, либо написать отчет или доклад о результатах встречи. Преподавателю, работающему с пособием, рекомендуется начинать с подготовительных заданий.

I. Negotiating: Taking part in meetings

1. *Cross out the unnecessary extra word in each of these expressions (the categories in brackets are all correct).*

- How do you to feel about that? (*Asking for opinions*)
- I think that that's a good idea. (*Giving opinions*)
- Perhaps we could do offer incentives. (*Making suggestions*)
- I'm agree. (*Agreeing*)
- Maybe, but that's not a enough. (*Disagreeing*)
- In my opinion, we need a new products. (*Giving opinions*)
- What is do you think? (*Asking for opinions*)
- That's a true. (*Agreeing*)
- I see what is you mean, but I think there's a problem. (*Disagreeing*)
- How it's about a special promotion? (*Making suggestions*)

2. *Work in groups of three. "Precious Stone" is a jewelry company in Toronto, Canada. A year ago, it launched a line of jewelry with the brand name "Michelle". This is the name of the French designer who created the collection. Unfortunately, the Michelle line has not achieved its sales targets. You are the three directors of the company. You meet to discuss how to improve sales.*

Student A: In your opinion, the “Michelle” products have sales potential, but the marketing strategy is wrong. You want:

- A new brand name. “Michelle” does not suit this beautiful jewelry for sophisticated women.
- More colors.
- A new logo. The present logo (three wavy lines) is boring.
- A much wider range of products and designs – at present there are only five in the collection.
- A better slogan. “Only for you” has not been successful.

Student B: In your opinion, the product is the problem. The jewelry is fairly fashionable, but not a lot different from competing products. You want to:

- Take the “Michelle” range out of the market and stop selling it.
- Market more unusual designs from young Asian and Indian designers.
- Develop new jewelry which fills the gap in the market and which has an obvious USP (unique selling point)
- Invest more money in research for new jewelry products.
- Carefully study rival products to find out why they are so successful.

Student C: In your opinion, “Michelle” has a lot of sales potential. You think the products and brand name are excellent. However, you believe the products are not promoted in the right way and not sold in places which reflect the status of the jewelry. You want:

- To pay a famous film star to endorse the jewelry and wear it as often as possible.
- To spend a lot of money on a creative television commercial to advertise the jewelry.
- To sell the jewelry only in a limited number of high-class jewelry and department stores and at airports.
- To have a new slogan which reflects the upmarket status of jewelry.

A top designer to create a new range of jewelry which can be sold under the “Michelle” brand. You think the present range is too limited.

II. Telephoning: making arrangements

1. *There is one word missing from each of these expressions from the start of a presentation. Find the missing word in each.*

- I'm afraid I can't come on Monday. I'm very busy day.
- Could we meet Friday at 11a.m.?
- That's great, I see you on Thursday.
- We've got an appointment ten o'clock, but I'm afraid something's come up.
- Could I the sales department, please?
- Sorry, I can't make then.
- Good. So, I'll see on the 18th.
- I'm sorry, I can't make it on Tuesday. I've got something on morning.

2. *Work in pairs. Using correct versions of the expressions in Exercise 1, role-play the following telephone situations. Then change roles and role-play the situations again.*

Student A is a company employee who had arranged to meet Student B, a colleague from one of Student A's subsidiaries. Student A should explain that they can't keep the appointment, give a reason for that and suggest an alternative day.

Student B is on a business trip to Singapore and needs to stay an extra day. The hotel Student B is staying at is full. Student B should telephone the airline office, talk to the representative, Student A, who should arrange a different flight and a night at another hotel.

III. Managing meetings

1. *Correct the following phrases. There's a word missing in each of them.*

1. OK, let's down to business.
2. The purpose of meeting is ...
3. How you feel about my suggestion?
4. Could you let finish, please?
5. I not sure that's relevant.

6. I think we move on now.
7. Hold on, we need to look at this more detail.
8. OK, let's go over we've agreed.

2. Work in groups of three. You are managers of a retail fashion chain. This chain has stores in most major American cities. You are holding your regular management meeting. Use the CEO notes below as an agenda for your discussion. A different person should chair each item.

Briefing notes

1. Performance-related pay

Following changes to the bonus system, sales staff in stores now receive monthly bonuses according to their individual sales. Unfortunately, while the new system is popular with staff, it has led to many complaints from customers about sales staff 'fighting' over customers in order to secure sales and therefore bonuses. Is the new system making staff too competitive?

2. Shoplifting

Following a recent increase in shoplifting, we now employ security guards in all our stores. There has been a number of complaints from customers that they find the guards intimidating. This is starting to affect sales, although shoplifting itself is also down. What can be done about this issue?

3. Staff meetings

The current practice is to open all stores two hours later one day a week in order for the store manager to hold a meeting with all staff. It has been suggested that this meeting be held after hours in future to maximize opening hours.

IV. Socializing: introductions and networking

1. *Correct these sentences:*

- How're everything going?
- I'm response for sales.
- Not too bad, thanks.
- You both are interesting in cinema.

- Could you let me have they're contact details?
- The company was found in 2005.
- You and Martin has something in common.
- Can I introduce you to Jennifer?
- Could I call him and mention you name?
- Trevor, have you meet Alexander?

2. Work in groups of four. You are all attending the same conference. Below is the information you'll need for this role-play. All of you should introduce yourselves to other people in your group and find out about them.

Students A and B: You are attending the conference together. Student A is the boss, Student B is a junior colleague. You should decide together on the following:

- Company name
- Activity / area of business
- Department you work for (you both enjoy talking about your department)
- Recent activities

Student C: you are a colleague of Students A and B from a subsidiary. You met Student A at the same conference last year. You should decide on the following:

- Company name
- Activity / area of business
- Department you work for (you both enjoy talking about your department)
- Recent activities

You enjoy talking about yourself and your free-time activities.

Student D: This is your first time at this conference. You don't know anyone. You should decide on the following:

- Company name
- Activity / area of business
- Department you work for (you both enjoy talking about your department)
- Recent activities
- You enjoy talking about your company a lot.

V. Starting and structuring presentations

1. *Divide the following phases into two groups, F (formal) and I (informal).*

- On behalf of Astra Advertising, I'd like to welcome you. My name is Kurt Huggins.

- My talk is in three parts. I'll start with the background to the campaign, move on to the media we plan to use, and finish with the storyboard for the commercial.

- If there's anything you're not clear about, feel free to stop me and ask any questions.

- I'd be grateful if you could leave any questions to the end.

- I'm going to tell you about the ideas we've come up with for the ad campaign.

- Hi, everyone, I'm Kurt Huggins. Good to see you all.

- I've divided my presentation in three parts. Firstly, I'll give you the background. Secondly, I'll discuss the media plan we use. Finally, I'll take you through the storyboard.

- This morning. I would like to outline the campaign concept we've developed for you.

2. *Choose one of these presentation situations. Prepare and deliver a three-minute presentation to your group. Use formal phrases from the Exercise 1 as a sample.*

1. Your company is launching a new product (audience: a group of potential customers).

2. You are presenting your place of work or study (audience: a group of potential customers or students).

3. Your company / organization is introducing a new way of working (audience: a group of colleagues).

VI. Dealing with figures

1. *Work in pairs. Student A, pronounce these years to Student B.*

1. 1988

2. 2013

3. 1956

4. 2021.

2. *Work in pairs. Student B, pronounce these decimals to Student A.*

1. 13,6

2. 13,34 %

3. 0,132

4. 0,01 %.

3. *Work in pairs. Student A, pronounce these currencies to Student B.*

1. £4,17

2. \$6,82

3. €223

4. ¥250,000.

4. *Work in pairs. Student B, pronounce these numbers to Student A.*

1. 2,634

2. 1,300,365

3. \$5,5bn

4. £373m.

VII. Negotiating: Trade

1. *Cross out the unnecessary extra word in each of these expressions (the functions in brackets are all correct).*

• We'd like to reach for a deal with you by this evening. (*Starting positions*)

• What are about your suggestions? (*Exploring positions*)

• How at about if we... (*Making offers and concessions*)

• If I understand to you correctly... (*Checking understanding*)

• That's more over than we usually offer... (*Refusing an offer*)

• I think we can be agree to that. (*Accepting an offer*)

• We agree on the price, but we need to come up to an agreement on... (*Agreeing to differ*)

• I'm sorry, but I'll have to consult for my colleagues about that. (*Playing for time*)

- Great! We've got in a deal. (*Closing the deal*)
- Let me to know if there are any problems. (*Following up the deal*)

2. *Government officials for an East European country are negotiating with a French car company that wants to build a plant there. Work in groups of four: two of you are government officials from the East European country and the other two are managers of the car company.*

Government officials

Senior managers: At least five of the ten senior managers should be recruited locally.

Number of workers: The plant should employ 10,000 workers.

Improvement in road and rail links: The car company should pay 20 % of the cost of improving road and rail links to the plant.

Local content: Cars built in the plant should have 50 % of their components made by local component manufacturers.

Tax breaks: You are willing to offer a tax holiday for three years after the opening of the plant.

Car company managers

Senior managers: All ten senior managers should come from the company's headquarters in France.

Number of workers: You plan to employ 5,000 workers.

Improvement in road and rail links: You think the government should pay 100 percent of the cost of these as your company will not be the only one to benefit from them.

Local content: You plan that cars built in the plant will have 20 % of their components made by local component manufactures.

Tax breaks: You want a tax holiday for seven years after the opening of the plant.

VIII. Advertising. Starting presentations

1. *There is one word missing in each of these expressions from the start of a presentation. Write the missing word in the correct place in each sentence.*

1. On behalf myself and Zen International, I'd like to welcome you.
My name's Stella Simpsons.

2. It's good to see you all. Thanks coming in so early.

3. This morning, I'd like outline the programs that that we have in production at the moment.

4. In particular, I'm going to tell you our new drama series, Hospital Watch.

5. I've divided my presentation three parts.

6. I'll start with the background to the series, move to the actors we plan to use, and finish with the storyline for the series.

7. If there's anything you're not clear about, ahead and ask any questions you want.

2. Work in pairs. Using correct versions of the expressions in Exercise 1, Student A makes the beginning of the presentation to Student B about one of the subjects below. Then Student B makes the beginning of a presentation to Student A about another subject.

- A car company's Marketing Manager presents four new models – the R100, R200, R300 and R400 – to a group of car journalists.

- A bank's Chief Executive talks to financial analysts about plans to expand in three Asian countries – China, South Korea and Indonesia.

- A fashion designer talks to a group of possible investors about three ranges of clothes that they plan to create – men's, women's and children's.

- An insurance expert makes a presentation to a group of financial journalists about future trends in the insurance industry in the areas of industrial property, household contents and car insurance.

IX. Decision-making

1. Correct one word in each of these useful expressions for making decisions (the functions in brackets are all correct).

1. Can you bring us under to date? (*Asking for the facts*)

2. We shall do that as soon as necessary. (*Making a suggestion*)

3. I don't agree when that at all. (*Disagreeing*)

4. We've got to look more information. (*Identifying needs*)
5. You're about right. (*Agreeing*)
6. I'm not possibly sure about that. (*Expressing doubt*)
7. On balance, we think we should do this. (*Making a decision*)
8. What we've got to do now is to act. (*Stating future action*)

2. A group of business leaders and politicians of a town meet to discuss the allocation of a budget for the improvement of the town's business park. Use correct forms of the expressions in Exercise 1, as well as others.

- The mayor of the town has received complaints from businesses in a business park under the town's control.

- Business owners and managers say that unless things improve, they will move to another town. The mayor is worried that if they do this, there will be lost tax income, lost status for the town, etc.

The maximum budget is 10 million euros. Possible improvements:

- A new railway station to the existing line to make transport to the park easier and to reduce car use. 2,5 million euros

- An art gallery where employees can go to relax in the evening. The gallery could be rented by companies for seminars, product launches, etc. 5 million euros

- A theme park where employees can go to reduce stress at lunchtime and in the evening. 3 million euros

- A shopping mall. 5 million euros

- A park where employees can go for a walk, eat their sandwiches at lunchtime, etc. 2 million euros

- A cinema complex with 10 screens. 5 million euros

- The mayor could encourage restaurants to open in the business park by giving them tax breaks worth 2 million euros a year for the next ten years. 10 million euros

X. Social English

1. Choose the most suitable and tactful thing to say at a cocktail party, a) or b), in response to the expressions 1–10.

1. Is this your first visit to this country?	1. a) Yes. What a great place! b) Yes, and I wonder why I came here.
2. Oh really. What do you do?	2. a) I work in research. b) I can't say – it's top secret.
3. How long have you been there?	3. a) Longer than I care to remember. b) About 13 years.
4. Are you here for business or pleasure?	4. a) Business, actually. b) What do you think?
5. How long have you been here?	5. a) It's so hot here – it seems like ages! b) I arrived on Tuesday.
6. How long are you staying?	6. a) I'm in a bit of a hurry to leave, actually. b) Till Thursday night.
7. Where are you staying?	7. a) At the Crown Hotel – it's very nice. b) One of those boring chain hotels.
8. Is it comfortable?	8. a) It's a bit noisy, but the whole city is so lively! b) The traffic noise is unbearable.
9. What's the food like?	9. a) Don't they serve anything except salmon? b) It's OK, but I don't usually eat at the hotel.
10. So, what do you think of what you've seen so far?	10. a) Fascinating! b) What is there to see?

2. *Work in pairs. Choose one of the expressions in the box, but don't tell your partner what it is. Say something that makes your partner use that expression in response.*

Congratulations! Cheers! Make yourself at home! Help yourself! I don't mind!

Excuse me. Sorry. It's on me. I'm afraid I'm busy this evening. Please do.

Could you repeat that? That sounds good.

XI. Managing meetings

1. *Match the verbs in the first column below with the nouns to make expressions that mean:*

- to name someone as the person in charge of the meeting
- to show formally if you agree to a suggestion or plan, for example by rising your hand

- to make the formal record of a meeting
- to suggest something formally
- to support a formal suggestion or plan so that it can be voted on
- to go to a meeting
- to let participants have a list of the points that will be discussed at a meeting
- to let participants have the formal record of what was discussed and decided at a meeting
- to say that you will not be able to come to a meeting.

Verbs	Nouns
circulate	a proposal
attend	a meeting
appoint	the minutes
vote on	a chairperson
second	your apologies
take	a proposal
send	the agenda
make	the minutes
circulate	a proposal

2. Role play different parts of a meeting with your company managers: the chairperson, Peter, and three other participants: William, Juan and Jack.

Peter: Welcome William, Juan and Jack to the meeting and say that another person, Courtney, has not been able to come to the meeting.

Peter: Ask if the participants received the agenda in advance.

William / Juan: Confirm that you did.

Jack: Say that you did not receive it and ask for a copy.

Peter: Ask for a volunteer to take the minutes.

Jack: Say that you will do this.

Peter: Confirm the first point of the agenda: the use of company car park.

Juan: Say that when you arrive at 9 o'clock each morning you have nowhere to park.

William: Make a formal proposal that only managers at Grade 3 and above should be able to use it.

Jack: support this proposal.

Peter: Put this proposal to a vote.

William and Jack vote for the proposal. Juan votes against (he is only at Grade 2).

Part four:

EXERCISES FOR THE UPPER-INTERMEDIATE LEVEL SPEAKERS

Методические рекомендации

Данный раздел адресован студентам, владеющим английским языком на уровне C1. На данном этапе студент способен понимать объемные сложные тексты на различную тематику и распознавать скрытое значение. Студент может говорить спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Студент умеет гибко и эффективно использовать язык для общения в научной и профессиональной деятельности. Студент способен создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов.

С точки зрения деловой коммуникации, студент на данном этапе должен уметь подробно рассказать о себе и своей компании, поддержать диалог на разнообразные темы, в том числе и темы, непосредственно связанные с профессиональной деятельностью и деятельностью компании в целом, участвовать в совещаниях и аргументированно высказывать свое мнение, успешно проводить переговоры, участвовать в дискуссиях и семинарах, работать с докладами, отчетами и инструкциями, понимать суть и ключевые моменты презентаций.

Соответственно, в данном разделе представлены следующие темы: источники финансирования, поиск целесообразных решений, ведение переговоров, международный бизнес, маркетинг, стили руководства, обслуживание клиентов, управление в ситуации кризиса, командообразование.

По каждой теме представлены задания двух типов: подготовительные упражнения и задания разговорного характера. Подго-

товительные упражнения призваны подготовить студента к коммуникативной ситуации, помочь в повторении необходимой лексики и грамматических структур. Задания такого типа включают в себя упражнения следующих типов: распределение по категориям и заполнение пропусков. Основное коммуникативное задание в каждом разделе – это ролевая игра, в которой могут участвовать от двух до пяти студентов, каждому из которых выдается карточка с индивидуальным заданием и предоставляется время для подготовки. По готовности студенты разыгрывают предложенную ситуацию. По окончании студентам может быть предложено либо озвучить и сравнить с другими группами результат переговоров, принятое решение, найденный выход из ситуации, либо написать доклад о результатах встречи, подготовить пошаговую инструкцию. Преподавателю, работающему с пособием, рекомендуется начинать с подготовительных заданий.

I. Brainstorming

1. Put expressions 1–10 under the correct heading.

Stating objectives	Making suggestions	Expressing enthusiasm	Encouraging contributions	Agreeing

1. Fire away.
2. Excellent!
3. I think we'd reach a wide audience ...
4. We should definitely do some of that.
5. Absolutely!
6. What about press advertising?
7. That might be one way ...
8. Would it be worth sponsoring some kind of event?
9. It would be great to make a presentation ...
10. What about that?

2. *Choose one of the following situations and hold a brainstorming meeting.*

- Your company has developed a new sports or music magazine. Brainstorm ideas for an advertising campaign.

- Your company will shortly be receiving a visit from some important Korean businesspeople who wish to set up a joint venture with your firm. Brainstorm ideas for suitable gifts for the three Korean visitors.

II. Networking

1. *Correct these expressions.*

- I was to given your name by James Jonas.
- Can I mention yours name when I call him?
- Are you at sales or product department?
- Hasn't we met somewhere before?
- He mentioned that you might be able helping me.
- You could try to track him down thorough our Los Angeles office.
- Is this a convenient time or would I call back later?
- Maybe we could help you outer there.
- We both gone to that presentation.
- You haven't got his phone number by small chance?

2. *Work in pairs and role-play these situations.*

Student A: (the owner of a department store) visits Tallinn to find a supplier of amber jewelry. Student A phones Student B (a Russian contact recommended by a colleague). Student A wants to find out if Student B is interested in doing business together.

Student B: You are a sales manager for a sports goods company. You arrive at a conference and see someone who you met briefly last year at a trade fair. You should reintroduce yourself and find out if the person you met (Student B) is interested in becoming an agent for your company. Student B: You are a sports goods wholesaler. You have a wholesale business specializing in sports goods. You are at a conference and you see someone you think you recognize, but you are not sure. When they (Student A) reintroduce yourself, you should show interest and try to find if there's any possibility of working together in the future.

III. Skills: Negotiating

1. Sort phrases 1–6 into three groups.

Signaling	Checking understanding	Summarizing

1. Are you saying you don't have that quantity in stock?
2. Sorry, could you repeat that?
3. I want to ask a question. How are we going to pay for this?
4. Can we just summarize the points we agreed on so far?
5. I'd like to make a suggestion. I think we should leave this point and come back to it later.
6. OK, so we're agreed. You'll pay for delivery and get everything to us by the end of June.

2. Work in pairs. Role-play the following situation. An Italian shoe manufacturer has produced a new range of women's leather boots. A German retailer is considering placing an order for 350 pairs of each design. The Sales Manager (Student A) and Chief Buyer (Student B) negotiate the contract.

Student A: You are the Sales Manager of the shoe manufacturer. You want the retailer to agree to the following:

Delivery time: four weeks after receiving order

Place of delivery: to the retailers' main warehouses in Frankfurt and Munich.

Price: Knee-length boots – 225 euros / pair

Ankle boots – 230 euros / pair

Colors: black and brown

Payment: 20 days after delivery

Discount: 2 % on orders over 100 pairs

Returns: Black boots only (easy to resell)

Student B: You are the Chief Buyer (Retailer). You want the shoe manufacturer to agree to the following:

Delivery time: one week after receiving order

Place of delivery: to individual retail outlets (20 around the country)

Price: Knee-length boots – 380 euros / pair

Ankle boots – 120 euros / pair

Colors: black, brown, green and red

Payment: 50 days after delivery

Discount: 7 % or orders over 250 pairs

Returns: all unsold boots returnable up to one year after order.

IV. Handling difficult situations

1. For each of the situations 1–8 choose an appropriate response (a–h).

1. Someone asks about a colleague who's been fired.
2. You are invited out to dinner when you don't really want to go.
3. A colleague tells you some very bad news about themselves.
4. You arrive late for a meeting.
5. You recognize someone but you can't recall their name.
6. You want to end a conversation at a business reception.
7. You want someone to stop smoking in a non-smoking area.
8. You spill coffee over a client's desk at the meeting.
 - a) 'Excuse me. I'm afraid smoking isn't allowed here.'
 - b) 'I'm sorry but there's someone over there that I have to talk to.'
 - c) 'How clumsy of me. I'm really sorry.'
 - d) 'I'm terribly sorry to hear that.'
 - e) 'I'm so sorry. The traffic was a nightmare.'
 - f) 'I know we've met before but I'm afraid I can't remember the name.'
 - g) 'That's really kind of you but I'm exhausted after the flight.'
 - h) 'I'm afraid he left the company last month.'

2. Work in pairs. Discuss what you would say in these difficult situations. Then Choose one of these situations and compose a dialogue based on it. Practice the dialogue with the partner. Use some of the expressions from Exercise 1.

- Your colleague applied for a promotion but didn't get it.

- You invite a client for a meal and they ask if they can bring a friend. You see this as a business rather than a social occasion.
- You're staying at a hotel that your host is paying for. It is not very comfortable and you would like to move.

V. Reaching agreement

1. *Match the expressions (a–j) to functions (1–8):*

1. Asking for opinions
 2. Giving opinions
 3. Agreeing
 4. Disagreeing
 5. Adding a condition
 6. Making suggestions
 7. Emphasizing
 8. Summarizing
- a) I'm not sure if I agree with that.
 - b) I don't think we can ...
 - c) I would say it's really risky ...
 - d) OK.
 - e) Yes, I would agree with that.
 - f) Yeah, I think that's important ...
 - g) ... it's very important that we use the contacts ...
 - h) Could we combine the two maybe?
 - i) I just think ...
 - j) ... I think we've all agreed ...

2. *Work in groups of three. Read the information below. Then role play the meeting.*

You are managers in a mobile phone company, T-Mobile Ltd., based in Pasadena, California. The company wishes to send two executives to set up a branch office overseas. However, the location chosen is politically very unstable and there has been some terrorist activity in the area recently. Hold a meeting to decide:

- a) whether to send the two executives to the area
- b) if so, how to reduce the risks to which they will be exposed.

Student A: You are not in favor of sending the executives to the area. You think the risk is too great. They could be kidnapped, or war could break out at any moment. Both executives are your personal friends and you fear greatly for their safety. If they did go, the company would have to hire an armored car for them, at great cost. Try to persuade your colleagues to give up the idea of sending them.

Student B: You are very keen to send the executives because a sales office there would be highly profitable – there is a huge demand for mobile phones in the area. You don't think the risk is very great. The government controls the area firmly. There have been a few terrorist accidents, but that's to be expected. The executives can get advice before they go on what precautions to take (for example, deciding where to live, changing routes when they return home, locking their car doors, being alert at all times).

Student C: You can't decide whether the executives should go or not. On the one hand, the area has great sales potential and the company would be the first mobile phone operator to set up an office there. Also, at the moment there is no terrorist activity. On the other hand, there is a real risk because in other areas of the country, executives have died as a result of terrorist activity or war. If they did go, you think they should have a special bodyguard at all times. This would, of course, be very costly.

VI. Negotiating: rising finance

1. *Look at the negotiations language. There is one word in each of the expressions. Cross out the extra word in each expression.*

- Let's go over on what we've decided up till now.
- Would it to be possible to outline your extra plans?
- Do you have a plan B on if these negotiations were to collapse?
- There are strict government rules on takeovers, so I'm afraid of that option is ruled out.
- We want to ask you something. If you do take us over, can you give guarantees on employment?
- If your shareholders refuse out our offer, we'll see what we can do to increase it.

- What about for this? If you promise to keep the plans open, we will accept your offer.

2. *The above expressions come from a negotiation between Food Supply, a German conglomerate, and, a Cranbury Chocolate confectionery (making chocolates, ice cream, etc.). Role-play part of these negotiations, following the instructions for each side.*

Food Supply Inc. (FSI)	Cranbury Chocolate Co.
<ul style="list-style-type: none"> • FSI will make an offer of \$45 per share for Cranbury. • FSI will guarantee 2,500 jobs at Cranbury's main plant. • Key issues remaining: jobs at other two UK plants (employing 1,600) 	<ul style="list-style-type: none"> • Agree that summary is correct. • Argue that \$45 per share offer is too low. • Say also that the company is looking for guarantees on jobs at all three plants.
<ul style="list-style-type: none"> • Say that you will come back to the issue of other plants later. • You may want to move some, but not all, production to plants in central Europe (e.g. plants you already own in Slovenia, where labor costs are 60 % lower than in the UK). 	<ul style="list-style-type: none"> • Say that you want answers on job losses soon.
<ul style="list-style-type: none"> • Say that you envisage long-term commitment in the UK, even if some production is moved abroad. 	<ul style="list-style-type: none"> • Ask if FSI have considered the affection that UK public have for Cranbury products and potential danger if production is moved abroad.
<ul style="list-style-type: none"> • Avoid answering questions directly – say all options are open, but decisions will be made according to strict business considerations. 	<ul style="list-style-type: none"> • Repeat in a firm but friendly way that moving production abroad could be a deal-breaker for shareholders considering FSI's offer.

VII. International marketing

1. *Correct these expressions.*

- The purport of the meeting this afternoon is
- That we need to achieve today is to

- Our object here is to
- I suggest we to brainstorm the problem.
- That's greatly!
- That's the better idea I've heard for a long time.
- Don't keep back.
- Say however comes to mind.
- At this stadium, we want all your ideas
- You're absolute right because

2. *Hold brainstorming meetings about these situations.*

1. The lease on your company's headquarters in the city center is ending and the firm must vacate the building. 80 managers and employees work there. Brainstorm: a) the possible new locations for it and; b) solutions which would not require a HQ leasing at all.

2. Your company has developed a new electric car that can go much further without recharging the batteries than existing models. Brainstorm an advertising campaign for the car.

3. A national sports team from your country (choose the sport) has, yet again, just done very badly at the world championships. Brainstorm ideas for changes to the way the sport is managed and organized.

4. The percentage of rubbish and unwanted goods sent for recycling in your country (paper, plastic, electric goods) is much lower than in neighboring countries. Brainstorm ways to increase this percentage.

5. The chief executive of your company is leaving after 10 years of excellent performance and results. You and your fellow directors at the company brainstorm unusual ideas to mark his/her retirement.

VIII. Management styles

1. *Look at the presentations language. Put each of the expressions 1–8 under one of the headings used there, a–h.*

- a) Stating the purpose b) Involving the audience c) Persuading
 d) Changing the subject e) Referring to visuals f) Emphasizing
 g) Discussing implications h) Exemplifying

1. Have a look at these maps showing the extent of polar ice – the one on the left in 1980 and on the right, in 2020.

2. I'm sure you've all noticed how much more extreme the weather has become over the last few years.

3. If you have any doubts about man's contribution to global warming, I think this slide will convince you.

4. Just one example of rising sea levels will suffice: in Bangladesh, there are places that were on the coast that are now three meters underwater.

5. Let me just underline again how serious the problem of global warming is.

6. OK, let's turn now to the problem of aircraft emissions.

7. The long-term outcome of the industrial revolution is a temperature increase in the atmosphere of at least three degrees.

8. Today I'm going to present the evidence that global warming is caused by human activity.

2. Work in small groups. You will prepare a short extract of a presentation on a subject of your choice that one of you will then deliver.

- In giving the presentation extract, you will have to use four expressions – one each from four of the categories (a–h) above.

- Decide together which four expressions you are going to use (not necessarily exactly the ones that are above). Prepare your extract and slides around these expressions.

- When you are ready, the teacher will tell you which person in the group is going to give the presentation.

- Other members of the class have to spot when the presenter uses each of the four expressions and state which heading it comes under.

IX. Customer service. Active listening

1. Look at the expressions below and find the one word that is missing from each.

- Let's hear complete versions of events.

- How terrible think that they reacted like that!

- How you deal with the situation – the one that happened last week?
- I got this correct – the cashier just ignored you?
- So what you're really unhappy is that you don't feel valued as a customer?

- We believe customers should not just be satisfied, but delighted. Do you?

- What exactly do you by the expression 'customer orientation'?
- Can say more about that?

2. *Work in groups of four. A market researcher is having a panel discussion with two customers who have recently opened business accounts at Matbank. The fourth student is an observer. Role play the discussion using the role cards. The observer notes down what happens in the discussion, especially in relation to techniques for active listening.*

Market researcher, you want to find out about:

- Friendliness / efficiency / professionalism of the account manager.
- Easy of opening the account and speed / efficiency with which this was done. Accuracy of spelling of names and addresses etc.? Mistakes? Level of overdraft allowed: sufficient?

- Statements (list of transactions received regularly by post or accessible online): accurate? Clear?

- Credit cards: spending limit high enough? Interest rate acceptable?
- Internet banking: ease and speed with which access to accounts was set up.

- The overall "customer experience".

Customer A:

- The account manager was young and dynamic.
- You were able to open the account easily, with a minimum of fuss – there were no mistakes made.

- You were given a 12,000 overdraft facility, and this is more than enough for your purposes.

- The statements (list of transactions received regularly by post or accessible online) that you receive are accurate and clear.

- The account manager asked if you wanted a credit card, but at the time you said you wouldn't need one. You've now changed your mind and want to know how to apply for one.

- Internet banking was easy to set up.
- Overall, you are very satisfied with Matbank.

Customer B:

- The account manager was OK but he called you by your first name, which you didn't like.
- The account was opened quickly, but there were spelling mistakes in your name and the name of the company – point out what these were.
- The overdraft limit was set 1,500 euro, which you think is very low for a business.
- The statements (list of transactions received regularly by post or accessible online) are confusing or arrive late.
- The credit card rate is very high (24,9 %) and you think the bank is profiteering. You have decided not to use the card.
- You think that the Internet banking site is confusing. Payments into it do to appear until at least three days after they have been sent.
- Overall, you are not very satisfied with Matbank and are thinking of moving your account.

X. Crisis management

1. *Match two parts of the expressions.*

1. Would you mind answering 2. May I ask why the company 3. Isn't it true that you don't care for 4. I would be interested in knowing what 5. Do you deny that there 6. Could you tell us how 7. Could you clarify the results of the technical 8. Are you saying that you will	a) your customer's safety, only your shareholder? b) tests that you have been understanding? c) not be paying compensation? d) did not react more quickly? e) many cars are affected? f) is a serious threat to public safety? g) the question? What is your policy on a general recall? h) Estacars has done to investigate the problem.
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2. Role-play the TV discussion program where the above questions were asked. Students in Group A are senior managers at Estacars, a car company. Students in Group B are journalists and specialists. Estacars has had to recall 100,000 cars because the breaks can suddenly fail. These have been dozens of reports of drivers not being able to stop – they put their foot on the brake and nothing happens.

Estacars managers

- You have investigated the problem and you maintain that it is limited – only half a dozen cars have been affected, and there have been no accidents.
- The fault is somewhere in the brake fluid system, which might develop a sudden leak, but this is a very rare fault.
- You maintain that only the half-dozen owners who have been affected will receive any compensation.
- You do not plan the general recall of the model.

Chief presenter, Autostyle, a specialist TV program on cars and driving

- Your impression is that the problem is much more widespread than Estacars admits.
- You have organized a survey on the program's website. And 15,322 owners have said that they have had braking problems, causing 598 crashes – fortunately without fatalities or injuries, but the potential for disaster is there.

Journalist, Quality Car magazine

- Laboratory tests have shown that there is a serious design fault in the braking system, which Estacars is aware of, but refuses to admit or discuss.
- You think there should be a general recall of the model.

XI. Team building. Resolving conflict

1. Match each of the expressions 1–8 with one of the functions (a–h):

- a) Expressing your feelings
- b) Making suggestions
- c) Expressing satisfaction

- d) Expressing dissatisfaction
- e) Showing sympathy
- f) Identifying the real problem
- g) Resolving the conflict
- h) Reviewing the situation

- 1) Yes, that's brilliant idea.
- 2) What do you think would be the best way of going about this?
- 3) One idea might be to evaluate the cost savings objectively.
- 4) Let's wait six months and have a look at the situation again then.
- 5) Is this the real issue – the reduction in team-building activities?
- 6) I'm particularly upset about the closure of this service.
- 7) I can see how you must feel about the company restaurant, but we have no choice.
- 8) Getting rid of the annual bonus is a big mistake.

2. After 2 years of disappointing results, the management at Star Bikes Ltd., a mountain bike distributor, wants to abolish a number of employee perks as part of a cost-cutting program. You will role-play a company meeting to discuss the proposals.

- Close company kindergartens
- Stop giving staff their annual Christmas bonus
- End subsidy on company restaurant meals
- End subsidy for employees buying the company's products
- Reduce the number of "away days"
- Abolish the company bus service from the city center to the business park where the company is situated.

Employee A: You live a long way from the company, you don't have transport, you never go on company team-building days, you don't have children.

Employee B: You use company restaurant every lunchtime – there is nowhere else to eat, you do not have children.

Employee C: You have 3 young children, you will miss the annual bonus, you buy a lot of company's products yourself, you do not use company bus service.

Employee D: You like company away days, you don't have children, you cycle to work, you usually bring your own sandwiches.

WRITING

Безусловно, сфера деловой переписки, как и язык в целом, испытывает на себе влияние общего тренда к упрощению и либерализации коммуникаций в деловой среде. Это происходит как за счет использования новых технологий, так и за счет проведения политики снижения градуса формальности корпоративной культуры во многих современных компаниях. Однако умение продемонстрировать высокий уровень осведомленности о классических академических правилах ведения переписки и составления документации может стать безусловным плюсом, который выделит вас среди прочих кандидатов, а также уместно подчеркнет ваш высокий уровень профессионализма и экспертности. Умение выдержать необходимый баланс между излишней формальностью и необходимой корректностью является ключом к успеху при использовании данного вида коммуникации.

Деловая переписка составляет значительный процент от общего объема коммуникаций в современном бизнес сообществе. Все виды делового письма обладают общими характеристиками, сложившимися в течение многих лет коммуникативной практики в глобальном деловом сообществе.

Среди основных характеристик делового письма можно выделить такие, как краткость и четкость изложения мыслей, наличие понятных структурных частей, наглядность представления фактической информации и числовых данных, наличие формул приветствия и прощания.

Как показывает практика, письмо и составление деловой документации неизменно вызывает трудности у специалистов в самых разных областях профессиональной деятельности. Эта проблема отмечается как у молодых сотрудников, так и у специалистов, имеющих опыт работы, но желающих освоить новые направления дея-

тельности или выйти на новый уровень профессионального развития. Сложности в ведении деловой переписки появляются как с точки зрения стилистики, так и с точки зрения контента.

Таким образом, анализируя потребности специалистов современного рынка труда, авторы поставили цель дать практическую возможность развития навыка письма обучающимся на курсе делового английского языка. Эту идею авторы воплотили в рамках данного пособия, предложив методику практики письма с опорой на готовые шаблоны.

Порядок работы с секцией Writing:

1. Внимательно изучите представленный шаблон документа, обращая особое внимание на структуру документа, формулы обращения и прощания, устойчивые фразы и выражения. При необходимости воспользуйтесь словарем или обратитесь за консультацией к вашему преподавателю.

2. Выполните задание, взяв за основу представленный шаблон. Попросите у вашего преподавателя помощь с проверкой корректности выполнения задания.

Guide to Effective Communication in Writing

Emails

Generally, emails have three distinctive styles: informal personal style, semi-formal business style, formal business style.

Informal email

The informal style is suitable for e-mails within your company and for people whom you know well. The greeting is often *Hi*, *Hello* or even *How are you?* The style is much closer to colloquial rather than written speech.

S a m p l e 1

To: mike.koch@gmail.com

From: jenny.james@yahoo.com

Subject: Meeting in Munich

Hi Mike

I'm in Munich from 10–12 June. Could we meet up some time?

I would be happy to see you!

Let me know when you are free.

Regards,

Jenny

email: jenni.james@yahoo.com

1. Write a follow-up email. In the email: 1) greet; 2) say next week you are away on business; 3) suggest an alternative date. Stick to informal style.

Semi-formal email

The semi-formal style is similar to a business letter, but less formal and shorter. A recommended ending is *Best wishes* rather than *Yours sincerely*. This style is suitable for emails to people outside your company, or who you do not know well. The emphasis is on providing actual and effective information.

S a m p l e 2

To: mike.koch@gmail.com

From: jenny.james@yahoo.com

Subject: Meeting in Munich

Dear Mike

You may remember we met at the congress in Stockholm last month. You were interested in the services our company can offer.

I am visiting Munich at the end of next week and would like to meet you, if you are around. I will be there from from 10–12 June.

Let me know if you have any time.

Best wishes

Jenny

Jenny James
Service Manager
Consulting Pro Inc
Box 10
Boston
email: jenni.james@yahoo.com

2. *Write a follow-up email. In the email: 1) greet; 2) say you are available; 3) suggest a venue. Stick to semi-formal style.*

Formal emails

Formal style of emails is a standard business letter style. The greeting is usually *Dear*, the ending can be *Best wishes*, *Best regards*, *With the best wishes*, *Sincerely yours*, *Yours sincerely*, depending on how well the writer knows the recipient.

S a m p l e 3

To: Peter Atwood (peter.Atwood@gmail.com)
From: Mary Raynolds
Subject: Prolongation of existing agreement

Dear Mr Atwood

I was happy to see you again at our conference in Chicago on 3 September. I hope you had a safe journey home afterwards.

We agreed that your company will continue to render your services to us including representation and promotion in Europe, the Middle East and Americas for another year effect from 1 October. During this period we expect to see an increase of at least 10 percent in the value of business we do in those regions.

Full details of the payments to make and the expenses to cover are included in the attached agreement. Can you please check this and, if all is in order, sign and return one copy of the agreement to me.

We look forward to continue our fruitful cooperation.

Best regards
Mary Raynolds
CEO
Multiservice Inc

100 Regent Street
London EC2 3RW

3. Write a reply: 1) greet; 2) thank for the trust; 3) agree to continue cooperation; 4) ask an increase of payment; 5) promise an increase of only 5 percent in the value of business.

Memo

Memos are used in a company's internal communication. The following headings should be included: To, From, Date, Subject. Memos are a short pieces of writing, which include only relevant information. The style may be formal or neutral.

S a m p l e 4

To: All staff

From: Jane Smith

Date: 17 August

Subject: Purchase orders

Dear all, please note that purchase orders must be completed for all purchases. In the attachment you will find the copy. Completed purchase orders must be passed to Frank Coleman to agree the terms of payment, and then sent to our head office for approval.

Thank you for your cooperation.

KL

4. You are a head of financial department. Lately there have been a problem among your staff of coming late for the meetings and not sticking to the deadlines. Write a memo, including the following information: 1) greet; 2) state the problem; 3) explain why this is a problem; 4) ask your staff to be on time.

Notice

This type of writing does not need to be addressed to anyone. It usually contains the subject. The style of writing neutral or formal.

S a m p l e 5

Important

Visit from our head office

As you already know the group of senior managers from our London head office will be visiting our offices on Tue 12 and Wed 13 November. The visit will include meetings with the board of directors and the financial department. We will also show them our production facilities, so they will be meeting staff on an informal basis.

We will send the provisional programme for their visit on your e-mails tomorrow.

I'm sure you will all make them feel very welcome.

Many thanks

Kurt Miller

CEO

5. Write a notice to all staff: tell them about a contract the company has signed; explain why it is so important; thank them for their work that helped to achieve it.

Agenda

Date, time and venue are always included in the agenda. The participants can sometimes also be included. The chairperson handles the first point on the agenda: greetings, explaining why anybody is absent, checking through last meeting's minutes. Then all the points are checked through carefully in their logical order. The last point of the meeting is usually to discuss other issues that were not included in the agenda and to set the date for the next meeting.

S a m p l e 6

Date: 14 September

Time: 11.00

Venue: Meeting room 132

Participants: Michael Kern, Lidia Darry, Robert Jamson, Beverly Warren

Sales management meeting

I. Greetings, minutes of the last meeting.

II. Sales figures for the last month.

III. The necessity to recruit new experienced sales people.

IV. The most suitable incentives for the sales staff.

V. A. O. B. (any other business).

VI. Date of next meeting.

6. *You work for a medium-sized company, each of you is from a different department. The chair is the training manager. The meeting is to discuss the training needs for next year. Write an agenda for the meeting.*

Action plan

This type of writing focuses on key issues and events and it is usually based on a timetable. The sentences should be short and the imperatives should be used (decide, agree, etc).

S a m p l e 7

Action plan

We are organizing the trade fair in April. The following stages are important for it to be successful.

September

Decide on the venue and the exact dates.

Book the venue.

October

Advertise in the media and among the possible participants.

Finalize the number of the participants.

November

Print the leaflets and brochures for the fair.

December

Decide on the cost for the participants.

January-February

Design the trade fair space.

Build the stands.

March

Suggest the entertainment for the participant and delegates during the trade fair.

April

Hold a trade fair.

7. You work for a large company and should organize a regional sales conference next winter. Write an action plan.

Report

The information in the report should be organized in the logical order. The layout of the report will depend on the type of report. The formal report will include: the title, executive summary (should give a reader a quick overview of the total situation), introduction (the points of the report), findings (the discovered facts), conclusion (your thoughts about the facts), recommendations (practical suggestions and ideas).

S a m p l e 8

Report on the Berlin Sales Event

Executive summary

One hundred and twenty-seven clients from different companies participated in our sales event, that took place in Berlin on 15th and 16th February, at our company's cost. Expert guest speakers gave a number of talks. During the event the attendants were given the opportunity to share experience and network, and at the same time, we took the opportunity to get the feedback on our products. The event was highly successful.

Introduction

The purpose of this report is to evaluate the success of the Berlin Sales Event and to make recommendations for the future events.

Findings

The event was very successful. The initial investment of \$400 000 resulted in a \$1,2 million sales. The feedbacks on our product were mainly positive, except for the clients that come from Asia. They consider our product to be more suitable for the European market.

Conclusion

Guests stated that they would be interested in this event to be repeated. It also helped us to boost our sales and to enter the new markets.

Recommendations

We should pay more attention to the Asian market as it gives us the great possibility for the future growth. It was also suggested that not

only expert guests should give presentations on our product, but also some of our clients.

8. *The company you work for has recently carried an advertising campaign on your new product. Your managing director has asked you to write a report on an effectiveness of this campaign. Your report should include the following: what methods of advertisement were used; how successful the campaign was; whether the sales have increased or not.*

Proposal

Proposals have a similar style and a format to a report, but proposals concentrate on recommendations and suggestions for the future activity. The style of writing is formal. The proposal can include introduction, the description of the existing situation, suggestions and recommendations.

S a m p l e 9

Proposal for location of new facilities in Spain

Introduction

The purpose of this proposal is to compare Barcelona and Valencia as possible locations for Tailors LTD's R&D facility in Spain.

Workforce and premises

Although Valencia has a lot of students, I suggest that we recruit people who will already have experience in this field of studies. Barcelona has a huge scientific centre and a lot of scientists employed in this sector. Property prices are lower in Valencia. However, I think we should be able to find suitable premises in the Barcelona area. We should consider the buildings of the Barcelona University as it already has built laboratories.

Recommendations

Due to the reasons stated above, I recommend to choose Barcelona as the location for our new facilities.

Suggestions

Our next steps should be: to find a suitable building for our R&D facility and to contact a recruitment agency to help us to find a required staff.

9. *Write a proposal suggesting the relocation of your company's offices. Include the following information: the reasons of relocation; the sort of building that would be suitable; costs and benefits of relocation.*

Press releases

The header should include the information on who it is from, the subject and part of the press it is aimed at. The subject should be written in bold. The main body should have a short introduction, some description of what is new and interesting for the public and a quote, which could be used by the newspaper. The style should be formal and concise. At the end the information on how to get additional information about the topic should be included.

S a m p l e 10

Antrocol plc,
Head quarters
For the trade press
13 May

A merge announcement between the Antrocol plc and Heston Ltd.

In the morning John Harman the CEO of Antrocol plc and Linda Maxwell the CEO of Heston Ltd after the 6 months of negotiations announced the merge of their companies.

“We are happy to announce that we have reached the agreement after the months of talks. This deal will give our companies a competitive advantage and will allow us to enter the new markets. We are looking forward to become one of the key players in the region.” Said Mr Harman.

For additional information visit our website: www.antrocol-heston.com

Or contact Terry Hill +44 163 74 99 (phone); +44 874 98 21 (fax).

10. *You work in a company as the press secretary. Write a press release to announce the launch of a new product. Include the following information: the date of the launch, what makes your product special and different from your competitors.*

Guidelines

There are no strict rules on how to write guidelines as they vary greatly from company to company. Guidelines are important for ensuring the smooth operations in the company and normally consider the behavior of staff in the office. The style is formal.

S a m p l e 11

Schonfield Ltd

Company guidelines

Welcome to Schonfield Ltd, the company that makes the difference!

As a new employee you probably have a lot of questions that you wish to ask about your position! Here are answers to most of the frequently asked questions.

How is the schedule organized?

All our employees are individuals with their own circumstances. We believe that you understand your job routine and your duties properly, and therefore, can decide on how many hours you spend in the office and how many hours you spend working on-line. You can work out your own schedule, to work as efficiently as possible.

What is the dress-code?

In the company we have an informal dress-code, so you can stick to your personal style.

When is the lunch time?

As long as you organize your schedule yourself you can have lunch at a time suitable for you if there are no meetings scheduled at that time. On the third floor you will find a small kitchen with tea, coffee and snacks provided. Keep it clean at all times.

How do I get to work?

Our company is taking care of the environment, so we are ready to offer you some car-sharing schemes...

11. *Write a guideline for a company with an autocratic corporate culture. Include information on the working hours, dress-code, incentive schemes.*

Action Minutes

The title, date, time and venue of the meeting, names of the participants should be included into the minutes. The minutes is the record of what was discussed during the meeting and what decisions were made. The summary should be accurate. The action column is used to show who is supposed to do, what and by when. The initials are used.

Sample 12

Minutes of the Human Recourses Department Meeting

Date: 5 November

Venue: Conference room 176

Participants: Jack Roland, Kate Newman, Richard Thomson, Colt Walden, Barbara Tornwood.

Point	Discussion	Action
New staff recruitment	We agreed to recruit 7 new sales managers. KN will contact the recruitment agency and organize the interviews with the applicants.	KN 25 November
Introduction of the new incentive scheme	We decided to reconsider our existing incentive scheme as it is proved to be inefficient. JR and CW will spend the next month interviewing staff on their requirements and report to us at the next meeting.	JR and CW 1 December
Training courses organization	Because of the new staff that is going to join us next month and a poor performance of some of our sales managers the decision to organize training course was made. BT will review the possibilities and decide on the type and length of the course.	BT 20 December

Next meeting: 1 December

Venue: Conference room 176

12. Write an action minutes of a sales department meeting. Include the following topics: the visit of an important client next month, the sales figures decline, the new bonus scheme for the sales managers.

GLOSSARY

Уверенное владение понятийным аппаратом является безусловной необходимостью в деловом общении в самых разных сферах профессиональной деятельности. В рамках данного глоссария авторы представили минимальный необходимый набор лексики, позволяющий повысить уровень экспертности устных и письменных высказываний специалистов практически в любой области знания и сферы деятельности.

Это универсальный набор лексики, позволяющий эксперту уверенно ориентироваться в своем профессиональном поле, в самых различных ситуациях общения, таких как выступления на конференциях, экспертные комментарии в средствах массовой информации, пресс-конференции, публикации в иностранных изданиях.

Кроме того, авторы включили в глоссарий примеры употребления бизнес-терминов для более глубокого понимания их лексических и грамматических особенностей использования в структуре языка.

Одной из характерных черт языка делового общения является частое использование аббревиатур как в устной, так и в письменной форме коммуникации. В рамках глоссария представлены варианты, наиболее широко используемые в современном бизнес-сообществе.

Abbreviations

- adjective (adj.)
- noun (n.) The codes [C] and [U] show whether a noun, or a particular sense of a noun, is countable (an agenda, two agendas) or uncountable (awareness, branding).
- verb (v.) The forms of irregular verbs are given after the headword.

Vocabulary

advertising campaign n. [C] a planned series of advertisements that will be used in particular places at particular times in order to advertise a product or service and persuade people to buy it or use it:

There's nothing like a good advertising campaign to boost sales.

application n. [C] 1. a formal, usually written, request for something or for permission to do something:

I've sent off applications for four different jobs.

2. a practical use for something:

The application of this research in the treatment of cancer

3. a piece of software for a particular use or job:

Spreadsheet applications

apply v. 1. to make a formal, usually written, request for something, especially a job, a place at university or permission to do something:

By the time I saw the job advertised it was already too late to apply.

2. to use something, such as a law or an idea, in a particular situation, activity or process:

Those were old regulations – they don't apply any more.

appoint v. to choose someone for a job or position:

He's just been appointed director of the publishing division.

appointment n. 1 [C] an arrangement to meet someone at a particular time and place:

*I've got a two o'clock appointment **with** Mrs. Zeutche.*

bankruptcy n. (plural bankruptcies) [C, U] when someone is judged to be unable to pay their debts by a court of law, and their assets are shared among the people and businesses that they owe money to:

The company was forced into bankruptcy.

brainstorming n. [U] an activity or business method in which a group of people meet to suggest a lot of new ideas for possible development:

We need to do some brainstorming before we get down to detailed planning.

brand image n. the collection of ideas and beliefs that people have about a brand:

He attributes their success to the shops looking right, a strong brand image and sensational advertising.

branded adj. branded goods or products have brand names and so can easily be recognized by their name or design:

Branded goods, branded clothes.

budget n. [C] a detailed plan made by an organization or a government of how much it will receive as income over a particular period of time, and how much it will spend, what it will spend the money on:

The firm has come up with a budget for the coming financial year.

chairperson n. (plural chairpersons) [C] a person who is in charge of a meeting, committee or organization:

All the members of the committee take turns acting as chairperson.

currency n. (plural currencies) [C, U] the money that is used in a particular country at a particular time:

Take some foreign currency to cover extra expenses like the taxi fare to your hotel.

conflict n. [C, U] 1. a state of disagreement between people, groups, countries:

We wish to avoid conflict between our countries if at all possible.

2. an active disagreement between people with opposing opinions or principles:

There was a lot of conflict between him and his father.

delivery n. (plural deliveries) [C, U] the act or process of bringing goods, letters, etc. to a particular place or person:

The price includes next-day delivery anywhere in the UK.

distribution n. [C, U] the act of dividing something among people or spreading or supplying something:

The law would prohibit the sale and distribution of firearms.

durable adj. If something is durable, it can be able to last and be used for a long time without becoming damaged:

The machines have to be made of durable materials.

endorse v. 1. to make a public statement of your approval or support for something or someone:

The Council is expected to endorse the committee's recommendations.

2. to appear in an advertisement, saying that you use and like a particular product:

They paid \$2 million to the world champion to endorse their new aftershave.

endorsement n. [C, U] the fact of a famous person appearing in an advertisement saying that they use and like a product:

Products that carry an endorsement from a celebrity.

inflation n. [U] a continuing rise in prices caused by an increase in the money supply and demand for goods:

The control of inflation is a key component of the government's economic policy.

insurance n. [U, C] an agreement in which you pay a company money and they pay your costs if you have an accident, injury:

I'll need to take out extra car insurance for another driver.

invest v. 1 to put money or effort into something to make a profit or achieve a result:

She tends to invest a lot of energy in her work.

2. to buy something that you think will go up in value, for examples example shares or property, in order to make a profit:

It's a good time to invest.

invest in sth: *He's not certain whether to invest in the property market.*

invest sth in sth: *The fund has invested 65 % of its assets in shares.*

investment n. [C, U] the act of putting money, effort into something to make a profit or get an advantage:

There's been a significant investment of time and energy in order to make the project a success.

launch v. 1. to begin something such as a plan or introduce something new such as a product:

The programme was launched a year ago.

2. to send something out, such as a new ship into the water or into space:

A spokesman for the dockyard said they hoped to launch the first submarine within two years.

launch n. [C] an occasion at which a new product is shown or made available for sale or use for the first time:

Our marketing people have come up with a great idea for the launch of the new model.

liaison n. [C] communication between people or groups who work with each other:

He blamed the lack of liaison between the various government departments.

long-lasting adj. continuing for a long period of time:

Duracell produce long-lasting batteries.

manufacture v. to produce goods in large numbers, especially in a factory using machines:

He works for a company that manufactures car parts.

manufacture n. [U] the process of producing goods in large numbers, especially in a factory:

Oil is used in the manufacture of a number of fabrics.

negotiate v. 1. to have formal discussions with someone in order to reach an agreement with them:

I'm negotiating for a new contract.

2. to deal with something difficult:

The company's had some tricky problems to negotiate in its first year in business.

negotiation n. [C, U] the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves:

The agreement was reached after a series of difficult negotiations.

promotion n. [U, C] 1. a move to a more important job or position in a company or organization:

The job offers excellent promotion prospects.

2. sales promotion is an activity such as special advertisements or free gifts intended to sell a product or service:

The supermarket has said it will extend the promotion for another week.

purchase v. to buy something:

Tickets must be purchased two weeks in advance.

purchase n. [C] something that you buy:

How do you wish to pay for your purchases?

recruit v. to find, to persuade new people to work for an organization, do a job:

Even young boys are now being recruited into the army.

recruitment n. [U] the process or the business of recruiting new people:

The recession has forced a lot of companies to cut down on graduate recruitment.

retail n. [U] 1. the activity of selling goods to customers for their own use, rather than to shops:

The job is open to applicants with over two years' experience in retail.

2. retail shop / outlet / store, a shop, that is open to members of the public:

They run the largest toy retail store in the country.

retailer n. [C] a person, shop or business that sells goods to members of the public, rather than to shops:

A big electronics retailer has recently opened a new store in London.

robust adj. (of a person or animal) strong and healthy, or (of an object or system) strong and unlikely to break or fail:

He looks robust and healthy enough.

A robust pair of walking boots

salary n. [C, U] a fixed amount of money agreed every year as pay for an employee usually paid directly into his or her bank account every month:

His net monthly salary is €2,500.

sales representative n. [C] someone whose job is to sell a company's products or services, especially by visiting or phoning customers:

About 100 sales representatives will pitch the product.

salesperson n. [C] a person whose job is to sell things in a store, or by visiting or phoning customers and possible customers:

The supervisor's role is to make sure that every salesperson makes a given number of calls every day.

subsidiary n. (plural subsidiaries) [C] a company that is owned by a larger company:

All the major record companies had subsidiary labels under their control.

target n. [C] 1. a person or a particular group of people that something is directed at, or that something is intended for:

The target audience for the TV series is young people aged 13 to 18.

2. an object shot at during shooting practice, often a circle with a pattern of rings, or any object or place at which bullets, bombs, etc. are aimed:

I had four shots but I didn't even hit the target.

target v. 1. to aim products, programmes of work, etc. at a particular area or group of people:

The advert for the energy drink is targeted specifically at young people.

2. to choose someone or something for a particular type of treatment:

We hope that civilians will not be targeted during the war.

turnover n. [C, U] 1. the amount of business done in a particular period by a company, measured by the amount of money:

The business has an annual turnover of J50,000.

2. the rate at which employees leave a company and are replaced by new people:

The large number of temporary contracts resulted in a high turnover of staff.

upmarket adj. upmarket goods and products are of very high quality and intended to be bought by people who are quite rich:

Gucci is an upmarket brand name.

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НА АНГЛИЙСКОМ ЯЗЫКЕ
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